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ABSTRACT

California, the most populous and diverse state in the United States, must maintain its commitment to civic education. The curricular goal of democratic understanding and civic values is centered on an essential understanding of the nation's identity and constitutional heritage. This scope and sequence for civic education describes ways in which civic education content and skills are introduced in the primary grades and built upon through high school. A sequential civic education program is not an additional requirement for California's history-social studies teachers since civic education is embedded in the History-Social Science Content and Analysis Skill Standards adopted by the California State Board of Education. The scope and sequence for each grade level is organized as follows: civic education content and skills drawn from the California History-Social Science Standards; an overview of the content for that grade level; a description of the topics addressed within each grade level; and a matrix, displaying the columns: California History-Social Science Standards, National Standards for Civics and Government, Other Relevant California Standards, Sample Classroom Applications, and Sample Resources. The scope and sequence is consonant with the strands of the "History Social Science Framework" and is designed to assist school administrators, district curriculum development coordinators, and classroom teachers in their efforts to meet state-adopted standards that help them achieve the civic mission of the schools. (BT)

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Scope & Sequence

Education for Democracy

CALIFORNIA CIVIC EDUCATION

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Education for Democracy

CALIFORNIA CIVIC EDUCATION SCOPE & SEQUENCE

A PROJECT MANDATED BY THE
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Table of Contents

3 Acknowledgments

7 Preface

11 Introduction

15 Kindergarten: *Learning and Working Now and Long Ago*
18 Rules and Laws
22 Attributes of a Good Citizen
26 National and State Symbols and Holidays

31 Grade 1: *A Child's Place in Time and Space*
34 Social Skills and Responsibilities
38 American Ideals and Shared Values

43 Grade 2: *People Who Make a Difference*
46 Laws and How They are Made
50 How Groups and Nations Interact with One Another to Solve Problems
54 Individual Action and Character

59 Grade 3: *Continuity and Change*
62 Structure of the U.S. Government
66 My Community and Its Citizens
70 Symbols and Landmarks of Our Community, State, and Nation
74 American Heroes Who Worked for Freedom

79 Grade 4: *California: A Changing State*
82 Political Life in California from the Spanish and Mexican Periods through Statehood
86 Major Issues in a Growing State
90 Structures, Functions, and Powers of the Local, State, and Federal Government

95 Grade 5: *United States History and Geography: Making a New Nation*
98 Colonial Self-Government
102 Free Exercise of Religion
106 The Declaration of Independence
112 Development of State Constitutions
116 The Constitution of the United States

121 Grade 6: *World History and Geography: Ancient Civilizations*
124 Historical Development of the Rule of Law
128 Moral and Ethical Traditions
132 Forms of Government in Ancient Greece and Rome

137 Grade 7: *World History and Geography: Medieval and Early Modern Times*
140 The Foundation of Western Political Institutions
144 Justice and Ethical Traditions in the Middle Ages
148 Rise of Democratic Ideals

153 Grade 8: ***United States History and Geography: Growth and Conflict***
156 Development of American Constitutional Democracy
160 Political Principles Underlying the U.S. Constitution
166 Foundations of the American Political System
170 Sectional Conflicts
176 Civil War and Reconstruction

181 Grade 10: ***World History, Culture, and Geography: The Modern World***
184 Historical Origins of Basic Constitutional Concepts
190 Authoritarian and Totalitarian Regimes
194 Self-Determination of Peoples

199 Grade 11: ***United States History and Geography: Continuity and Change in the Twentieth Century***
202 The Philosophy of Government
206 Growth of American Democracy
210 Challenges to American Constitutional Democracy
216 Development of Federal Civil Rights and Voting Rights

223 Grade 12: *Principles of American Democracy*
226 Philosophical Foundations of American Democracy
230 Structure of Government under the Constitution
236 The Judicial Branch of Government
240 Political Parties and the Media
244 Comparative Political Systems
248 Tensions within Our Constitutional Democracy
252 State and Local Government
256 Civic Participation in a Constitutional Democracy

260 Grade 12: *Economics*
262 The American Market Economy
268 America's Market Economy in a Global Setting

275 **General Reference**

281 **Index**

Preface

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Civic education is......

essential to preserving constitutional government. This has been recognized since the founding of our nation. Thomas Jefferson tells us, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." James Madison warns us that, "Popular government without education is the prologue to a farce or a tragedy." Competent and conscientious citizens who exercise their rights and fulfill their responsibilities are the result of sound programs in education for citizenship. That is why schools not only have a civic mission; it is why their civic mission is their foremost responsibility.

California, the most populous and widely diverse state in the union, must maintain its commitment to civic education. The California Constitution specifically recognizes the importance of education for citizenship in Article 1, Section 9:

> A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement.

The need to make civic education a priority in California's educational system is underscored by recent trends. Low voter turnout, especially among eighteen- to twenty-four-year-olds, and citizen apathy are disturbing indicators of civic disengagement.

Research, however, has shown that when citizens understand the fundamental values and principles of American constitutional democracy, how government works, and how government affects the quality of their daily lives, they are more likely to become active, competent, and responsible participants in the political life of their communities. Recognition of the potential of civic education is reflected in the *History-Social Science Framework for California Public Schools*.

- The curricular goal of democratic understanding and civic values is centered on an essential understanding of our nation's identity and constitutional heritage; the civic values that form the foundation of the nation's constitutional order and promote cohesion between all groups in a pluralistic society; and the rights and responsibilities of all citizens. (*History-Social Science Framework for California Public Schools*, 2001 Update, p. 20).

The challenges of the twenty-first century make it even more important that we recommit ourselves to achieving "a general diffusion of knowledge and intelligence" that will preserve our rights and liberties. To maintain our free society, we must rely on the knowledge, skills, and virtue of our citizens and those they elect to public office. Living in an increasingly dynamic world reinforces the need for effective and systematic educational programs that prepare students to become informed, effective, and responsible citizens of our state and nation. Civic education, therefore, is essential to the preservation and improvement of American constitutional democracy.

Introduction

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People are not born with the knowledge, the civic skills, or the dispositions they need to be citizens of our constitutional democracy. If young people are to become responsible members of their community, state, and nation, they must be knowledgeable about our political system and its institutions. They must develop intellectual skills enabling them to think critically; to evaluate, take, and to defend positions on issues. Young people must also be helped to develop those skills required for competent participation in the political process. Participatory skills include the ability to work with others to influence policies and decisions, to clearly articulate interests and concerns, to build coalitions, to manage conflicts.

Effective and responsible participation is furthered by the development of certain dispositions or traits of public and private character that enhance the individual's capacity to participate in the political process and contribute to the preservation and improvement of American constitutional democracy. These dispositions include individual responsibility, self-discipline, civility, respect for the rights of others, respect for law, open mindedness, and patriotism (*National Standards for Civics and Government. 1994*, pp. 3–6, ff).

Many institutions help to develop Americans' knowledge and skills and shape their civic character and commitments. The family, religious institutions, the media, and community groups exert important influences. Schools, however, bear a special and historic responsibility for the development of civic competence and civic responsibility. Schools fulfill that responsibility through both formal and informal curricula beginning in the earliest grades and continuing through the entire educational process.

Instruction in civics and government helps students understand the workings of their local, state, and national governments and other political systems, as well as the relationship of American politics and government to world affairs. Civic education provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation. The curriculum should include related learning experiences, in both school and community that enable students to learn how to participate in their own governance.

Civic education has always been recognized as central to the goals and purposes of education in California and throughout the nation. Yet the most recent evaluation of the state of the field by the National Assessment of Educational Progress indicates that 75 percent of America's students are not receiving a thorough and effective education for democracy. To address the issue, education for democracy cannot be fragmentary and sporadic. It must be sustained and systematic from kindergarten through twelfth grade. Otherwise, the promise of education for the great mass of California students will not be fulfilled.

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SEQUENTIAL CIVIC EDUCATION PROGRAM

Education for Democracy: California Civic Education Scope and Sequence describes ways in which civic education content and skills are introduced in the primary grades and built upon through high school. A sequential civic education program is not an additional requirement for the state's history-social studies teachers since civic education is embedded in the History-Social Science Content and Analysis Skill Standards adopted by the State Board of Education.

Well-developed units of instruction in civics will incorporate the English-Language Arts Standards as well as other relevant state standards adopted by the State Board of Education. Literacy emphasized in the English-Language Arts Framework and Standards is built upon word analysis and reading comprehension, writing strategies and applications, listening and speaking strategies and applications. These skills are specifically addressed in civic education throughout the K–12 curriculum. Lessons developed to augment civic education in History-Social Science cannot be divorced from efforts to enhance student literacy.

ORGANIZATION OF THE DOCUMENT

The *Scope and Sequence* for each grade level is organized in the following fashion:

- Civic education content and skills drawn from the California History-Social Science Standards
- An overview of the content for that grade level
- A description of the topics addressed within each grade level
- A matrix displaying these columns:

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
Sample Classroom Applications	Sample Resources	

Education for Democracy: California Civic Education Scope and Sequence is consonant with the strands of the *History-Social Science Framework* and is designed to assist school administrators, district curriculum development coordinators, and classroom teachers in their efforts to meet state-adopted standards that help them achieve the civic mission of the schools. The *Scope and Sequence* document also has value for parents, school board members, and other policymakers.

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Kindergarten

**learning
and working
now and long ago**

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Civic education content and skills in the California History-Social Science Standards include

- Rules and laws (Standard K.1.1)
- Attributes of a good citizen (Standards K.1.2 and K.1.3)
- National and state symbols and holidays (Standards K.2, K.6.1, and K.6.2)

Overview drawn from the California History-Social Science Framework

Children in kindergarten are introduced to basic spatial, temporal, and causal relationships. They learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. This learning is necessary for good civic behavior in the classroom and in the larger society. Through the stories of ordinary and extraordinary people, students learn the range and continuity of human experience and are introduced to the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Learning how people lived and worked long ago reinforces the concept of civic behavior: how we interact with each other, follow rules, and respect the rights of others.

Kindergarten students learn aspects of good civic behavior through stories and activities. They understand that being a good citizen involves acting in certain ways. They learn about individual responsibility and how to work together. They understand the reasons why rules and laws exist and learn respect for the rule of law. In addition, students become familiar with national and state symbols and icons that are important aspects of American national identity. They learn about the lives of people who exemplify good citizenship and how we honor individuals who have struggled to make life better for others.

RULES AND LAWS

Rules and laws are necessary for achieving the goals of society such as the maintenance of order and security, the fair allocation of benefits and burdens, and the management of disputes that arise. In simple terms, government can be described as the people and groups within a society with the authority to make, carry out, and enforce rules and laws and manage disputes about them. Understanding what government does may be initiated in kindergarten by having children look at the governance of the family and school as analogous to the governance of the larger community and the nation. Children should understand that rules and laws describe the way people should behave, and that laws can protect rights, provide benefits, and assign responsibilities. They should also understand the consequences for themselves and their community when people fail to obey the law.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	I.C.1 Explain why government is necessary in their classroom, school, community, state, and nation. I.E.1 Explain the purposes of rules and laws and why they are important in their classroom, school, community, state, and nation. I.F.1 Explain and apply criteria useful in evaluating rules and laws.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** Use pictures and context to make predications about the story. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. **2.5** Ask and answer questions about the essential elements of a text. Literary Response and Analysis 3.1 Distinguish fantasy from realistic text. 3.3 Identify characters, settings, and important events. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 3. Distinguish fact from fiction.... DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications **2.0** Deliver brief oral presentations 2.1 Describe people, places, things,... and actions.

Sample Classroom Applications	Sample Resources
Discuss rules established at home and school. Why are they important? What happens when rules are not followed? Have students help create classroom rules for the purpose of maintaining order and establishing an environment for learning to occur. Generate a list of class rules and discuss possible consequences for breaking these rules. As a service-learning project, share the rules that were developed with a preschool class and explain why rules are important. (Service-Learning Activity) Discuss the meaning and purpose of a law (e.g., speed limits, wearing bicycle helmets, wearing a seatbelt, going to school). Share examples of laws that have changed over time (e.g., wearing seatbelts, wearing bicycle helmets, going to school). Invite law enforcement workers (e.g., police officer, sheriff) to explain the purposes of rules and laws. Read fables and/or fairy tales to reinforce the importance of rules and their consequences. Dramatize possible issues that create conflict (e.g., on the playground, in the classroom, at home) and brainstorm solutions that exemplify compromise, cooperation, and respect for rules and laws.	**Print**[1] Bryant-Mole, Karen. *Juegos*. Heinemann, 1999. Photographs and simple text in Spanish provide information about different types of games for learning to play by rules and to take turns. Cazet, Denys. *Never Spit on Your Shoes*. Orchard Paperbacks, 1993. A dog tells his mom about his first day at school and some rules the children listed. *Fair Bears Learn About Justice*. Center for Civic Education, 1998. This picture book uses animal characters to explore the concepts of fairness and justice in society. A guide for evaluating the fairness of rules and laws is included. Friego, Margot, et al. *Tortillitas para Mama*. Econo-Clad, 1999. Hispanic nursery rhymes, well illustrated and in two languages, relate to learning how to get along with others. Hazen, Barbara Shook. *Even If I Did Something Awful*. Aladdin, 1992. Her own misdeed of breaking her mother's favorite vase has this youngster testing her mother's love with imaginary misdeeds. Lionni, Leo. *It's Mine*. Dragonfly, 1996. A fanciful, brightly illustrated fable of three quarrelsome frogs who learn to cooperate and share. *Orb and Effy Learn About Authority*. Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society. Schaefer, Lola M. *We Need Police Officers*. Capstone Press, 2000. Simple text and photographs present police officers and their role in the community. *Zookeeper Learns About Responsibility*. Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work. **Internet** American Forum for Global Education. *The Sign Walk*. http://www.globaled.org/myself/signwalk.html *The Sign Walk* provides ideas on ways to begin talking about community rules and why we have them. The interdisciplinary lesson links to social studies, language arts, and art. Local signs are used to teach rules and problem-solving. Other websites with examples of signs and activities: http://parkingsignsbypac.safeshopper.com/337/cat337.htm http://www.sunshine.co.nz/nz/kip/actshts/16/road.html

[1] Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		History-Social Science Analysis Skill Standards Research, Evidence, and Point of View **2.** Pose relevant questions about events.... Historical Interpretation 1. Summarize...key events...and explain the historical contexts of those events. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES & APPLICATIONS **Theatre Standards** Historical and Cultural Context **3.1** Retell or dramatize stories, myths, fable & fairy tales.... **3.2** Portray different community members.... through role-play. **Visual Arts Standards** Historical and Cultural Context **3.2** Identify and describe works of art that show people doing things together. Connections, Relationships, Applications **5.3** Point out images and symbols found at home, in school, and in the community....

Sample Classroom Applications	Sample Resources

ATTRIBUTES OF A GOOD CITIZEN

Children are "citizens" of their classroom, school, neighborhood, community, state, and nation. Citizenship, in simple terms, means that a person is a legally recognized member of a community. As members of a class, children have certain rights such as the right to participate and to be treated equally and fairly. Along with these rights there are corresponding responsibilities such as the responsibility to listen to the opinions of others, take turns, and share. Children should be able to explain the importance of being a member of a class and that their actions affect other members of the class; they should respect the rights of others. Working together as "citizens" of their classroom and school, children can begin to put into practice the attributes of a good citizen.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
K.1 **Students understand that being a good citizen involves acting in certain ways.** 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	**II.B.1** Identify some important beliefs commonly held by Americans about themselves and their government. **II.C.1** Explain the importance of Americans sharing and supporting certain values, principles, and beliefs. **II.F.1** Identify ways people can work together to promote the values and principles of American democracy. **V.C.1** Explain why certain rights are important to the individual and to a democratic society. **V.D.1** Explain why certain responsibilities are important to themselves and their family, community, state, and nation. **V.E.1** Explain the importance of certain dispositions to themselves and American democracy. Dispositions include individual responsibility, self-discipline/self-governance, respect for rights of others, honesty, and patriotism.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** Use pictures and context to make predications about the story. **2.3** Connect to life experiences the information and events in texts. **2.4** Retell familiar stories. Literary Response and Analysis **3.1** Distinguish fantasy from realistic text. **3.3** Identify characters, settings, and important events. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... 3. Distinguish fact from fiction.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.0** Write words and brief sentences that are legible.

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Sample Classroom Applications	Sample Resources
Read and discuss stories about people who exemplify good citizenship. Explain how you can practice good citizenship. Why is it important to be a good citizen? Draw pictures showing what good citizenship means. Dramatize stories from fables and fairy tales that tell of individuals who have shown great courage and performed heroic actions that have benefited their community, state, and/or nation. Learn to work as a member of a team to solve problems and develop personal responsibility through class jobs. Participate in a mock election in the classroom. On election day, take a class field trip to the local polls to observe the voting process. Collect pictures of people who are working together and dictate sentences to explain the importance of working together in their home, class, and school. Demonstrate attributes of good citizenship by acting as a guide for new students in the classroom. Familiarize them with the school's layout, environs, and the jobs people do. (Service-Learning Activity)	**Print** Aesop. *Aesop for Children.* Scholastic, 1994. This is a classic collection of stories with strong moral messages, many about our responsibilities to each other. *Fair Bears Learn About Justice.* Center for Civic Education, 1998. This picture book uses animal characters to explore the concepts of fairness and justice in society. A guide for evaluating the fairness of rules and laws is included. Heine, Helme. *The Pearl.* Atheneum, 1985. This is a fable-like story that demonstrates important values in living together. *Orb and Effy Learn About Authority.* Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society. *Zookeeper Learns About Responsibility.* Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work. **Internet** Aesop's Fables OnLine. *Aesop's Fables.* http://www.pacificnet.net/~johnr/aesop This website includes 638 indexed fables with their morals included. It links to teacher resources to teach about values and citizenship. PBS for Kids. *Mr. Rogers' Neighborhood.* http://pbskids.org/rogers/ This PBS site provides information about personal responsibilities. It includes a song list that is useful for kindergarteners. A "Real Player" is required to listen to these songs. Whootie Owl Productions. *Stories to Grow By.* http://www.storiestogrowby.com/ This collection of stories from around the world illustrates examples of good citizenship.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking **1.1** Understand and follow one- and two-step oral directions. **1.2** Share information and ideas.... VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Historical and Cultural Context **3.2** Portray different community members... through role-play. **Visual Arts Standards** Historical and Cultural Context **3.2** Identify and describe works of art that show people doing things together.

Sample Classroom Applications	Sample Resources

NATIONAL AND STATE SYMBOLS AND HOLIDAYS

Symbols and holidays are important ways of identifying fundamental values and principles of American democracy. Children should be able to identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning (e.g., the national and state flags, the Statue of Liberty, the national anthem, and mottoes such as *E Pluribus Unum)*. They should also be able to describe holidays Americans celebrate such as Thanksgiving, Memorial Day, the Fourth of July, Presidents' Day, Martin Luther King Jr.'s Birthday, César Chávez Day, and explain how they reflect shared values.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
K.2 **Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.** K.6 **Students understand that history relates to events, people, places, of other times.** 1. Identify the purposes of, and people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). 2. Know the triumphs in American legends and historical accounts through stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	II.A.1 Explain the importance of fundamental values and principles of American democracy (e.g., individual rights, common good, justice, equality of opportunity, diversity, truth, patriotism). II.B.1 Identify some important beliefs commonly held by Americans about themselves and their government. II.C.1 Explain the importance of Americans sharing and supporting certain values, principles, and beliefs (e.g., explain that Americans are united by the values, principles and beliefs they share; identify symbols used to depict Americans' shared values; describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs).	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.2 Use pictures and context to make predications about the story. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about the essential elements of a text. Literary Response and Analysis 3.1 Distinguish fantasy from realistic text. 3.3 Identify characters, settings, and important events. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... 3. Distinguish fact from fiction.... DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications 2.1 Describe people, places, things, ... and actions. 2.2 Recite short poems, rhymes, and songs.

Sample Classroom Applications

Sing patriotic songs, then discuss the values and principles they contain.

Recite the Pledge of Allegiance and discuss its meaning.

Identify from pictures state and national symbols (e.g., flags, monuments, icons) and discuss their meaning to Americans.

Discuss and role-play the people who are honored by national and state holidays such as President's Day (George Washington's and Abraham Lincoln's birthdays), Martin Luther King Jr.'s and César Chávez's birthdays.

Given a set of symbols (photos, illustrations, or felt board pieces), sort those that represent American beliefs from those that do not. Explain the importance of these beliefs.

Read a story about George Washington or other famous Americans whose holidays we celebrate throughout the year. Discuss why we celebrate these famous men and women. What can you learn from the stories of their lives?

Discuss the importance of the Fourth of July and explain why we celebrate it as a national holiday. What values and principles in the Declaration of Independence do we celebrate each Fourth of July?

Sample Resources

Print

Adler, David. *A Picture Book of George Washington.* Holiday, 1990. This simple story tells about the life of America's first president. The author has written a number of other picture books about famous Americans.

Bates, Katherine Lee. *America the Beautiful.* Atheneum, 1993. This book is an illustrated edition of the nineteenth-century poem, later set to music, celebrating the beauty of America.

Borden, Louise. *Thanksgiving Is....* Scholastic, 1997. This little book is a simple description of how the first Thanksgiving came to be celebrated.

Guthrie, Woody. *This Land Is Your Land.* Little Brown and Co., 1998. This well-loved and frequently sung folk song is brought to life through detailed folk art style illustrations. The book portrays life in the United States in the 1920s and 1930s.

Lang, Robert. *Old Glory: An American Treasure.* Lang Books, 1999. A simple tribute to our nation's flag.

Penner, Lucille Recht. *The Statue of Liberty.* Random House, 1995. The story describes the construction and symbolism of the gift of the Statue of Liberty from France to the United States.

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King Jr.* Jump at the Sun, 2001. This book is an introduction to the life of Dr. King and includes some key moments in the Civil Rights movement.

Ryan, Pam Munoz. *The Flag We Love.* Charlesbridge Publishing, 2000. This patriotic picture book provides information about the American flag.

Sorensen, Lynda. *Memorial Day.* Rourke Press, Inc., 1994. This book describes Memorial Day and the sacrifices of soldiers and other people who have died for America's freedom.

Internet

California Department of Education. *Patriotic Symbols.* History-Social Science Course Model.
http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1386
This 4-week unit for kindergarten students examines our state and nation's flags and symbols.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Music Standards** Aesthetic Valuing **4.2** Identify, talk about, sing, or play music written for specific purposes.... Connections, Relationships, Applications **5.1** Use music...for storytelling. **Theatre Standards** Historical and Cultural Context **3.1** Retell or dramatize stories, myths, fables, and fairy tales.... **3.2** Portray different community members...through role-play. **Visual Arts Standards** Historical and Cultural Context **3.2** Identify and describe works of art that show people doing things together.

Sample Classroom Applications	Sample Resources
	Garrison, Barbara. *My Holiday Portfolio*. SCORE. http://score.rims.k12.ca.us/activity/holiday_site/ This teacher-created site engages kindergartners in integrated studies throughout the school year on important people and events honored through holidays. Simmons, Shelia. *President's Day Web Museum*. SCORE. http://score.rims.k12.ca.us/activity/presidentsday/ This educational museum of primary sources was developed by a teacher in the Penryn Elementary School District and features simple information through text and images of George Washington and Abraham Lincoln. Smithsonian Institution, National Museum of American History. *Star-Spangled Banner Website*. http://americanhistory.si.edu/ssb/ This Smithsonian site provides history, images, and sounds to accompany the story behind the Star-Spangled Banner. U.S. Government Printing Office. Ben's Guide to the U.S. Government for Kids. *Symbols of U.S. Government*. http://bensguide.gpo.gov/k-2/symbols/index.html This visually rich site has simple explanations of common American symbols including the flag, bald eagle, Independence Hall, and the Liberty Bell. Wahe, Amy Genette. *Booker T. Washington–Web Museum for Young Students*. SCORE. http://score.rims.k12.ca.us/activity/bookertwashington/ This kindergarten-friendly site for students consists of a virtual museum, storybook, and activities about this American. The White House. *The Whitehouse for Kids*. http://www.whitehouse.gov/kids/index.html This site takes children into the White House to learn about the president, his family and staff, and some history.

Grade 1

a child's place in time and space

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Civic education content and skills in the California History-Social Science Standards include

- Social skills and responsibilities (Standards 1.1.1 and 1.1.2)
- American ideals and shared values (Standards 1.3.1, 1.3.2, 1.3.3, and 1.5.1)

Overview drawn from the California History-Social Science Framework

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children develop a deeper understanding of cultural diversity and begin to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore.

Children are introduced to value-laden issues for discussion through reading fairy tales and other stories that pose problems suitable for young children. Through listening to these stories and through the discussions and role-playing activities that can follow, children gain a deeper understanding of individual responsibility and appropriate social behavior. The curriculum at first grade should help children develop civic values that are important in a democratic society.

SOCIAL SKILLS AND RESPONSIBILITIES

Children in the first grade learn about their responsibilities to other people and the necessity for people and groups to work together. They should be able to explain the importance of following rules and laws and explain how and why we follow rules in the classroom and in society. They should show how people resolve problems through cooperation and demonstrate that ability through classroom interaction. Children should demonstrate traits of good character and understand the importance of applying the "Golden Rule" to their life experiences. Lessons and activities should be designed to help children develop civic values that are important in a democratic society. Lessons should include discussion and role-play activities that give children a deeper understanding of individual responsibility and appropriate social behavior.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
1.1 **Students describe the rights and individual responsibilities of citizenship.** 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community. 2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the "Golden Rule."	I.A.1 Provide a basic description of government. I.B.1 Explain the difference between authority and power without authority. I.C.1 Explain why government is necessary in their classroom, school, community, state, and nation. I.D.1 Explain some of the major things governments do in their school, community, state, and nation. I.E.1 Explain the purposes of rules and laws and why they are important in their classroom, school, community, state, and nation. I.F.1 Explain and apply criteria useful in evaluating rules and laws. V.C.1 Explain why certain rights are important to the individual and to a democratic society. V.D.1 Explain why certain responsibilities are important to themselves and their family, community, state, and nation.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.2 Respond to *who, what, when, where,* and *how* questions. 2.6 Relate prior knowledge to textual information. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... 3. Distinguish fact from fiction.... DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.1 Listen attentively. 1.2 Ask questions for clarification and understanding. 1.4 Stay on the topic when speaking. 1.5 Use descriptive words when speaking about people, places, things, and events. Speaking Applications 2.3 Relate an important life event or personal experience in a simple sequence.

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Sample Classroom Applications	Sample Resources
Brainstorm classroom issues that require decisions to be made (e.g., group names, game choices, field trips). Hold a class vote using different methods (e.g., raising hands, secret ballot). Discuss the process and the outcome. Was it important to have everyone in the classroom vote? Insure that students understand that everyone had a direct voice in the decision. Discuss how the entire student body at the school makes decisions. Is the school too large for everyone to discuss and vote on a decision? Brainstorm how all students in the school could have a voice in making decisions without each one discussing the issue and voting on it. Discuss class rules and how they were developed. Who is responsible for enforcing the rules? What are the consequences if these rules are broken? Divide class into two groups. Have each group create a set of classroom rules. Have the entire class discuss the two sets of rules. Evaluate the fairness of these rules. Interview grandparents, older family members, or older people of the community about how rules are made in a democracy. Explain what the "Golden Rule" means. Give examples of people living by the "Golden Rule." If everyone lived by the "Golden Rule" would there be any need for other rules or laws? Explain. Review classroom jobs and discuss the importance of individual responsibilities. Role-play rights and responsibilities students have in the classroom, at home, and in the community. Discuss the importance of these rights and responsibilities for all individuals. What would life be like if these rights were taken away? What would life be like if people did not fulfill their responsibilities? Read a story involving a conflict and have the class suggest possible solutions to the conflict demonstrating fair play. Have students explain why their suggested solution is fair to all concerned.	**Print**[1] Cohen, Miriam. *Starring First Grade.* William Morrow, 1985. A class plans a play but problems arise when a child does not get the part he wants. Friendship wins the day, and the play is a success. Lobel, Arnold. *Fables.* HarperCollins, 1980. These are humorous, contemporary fables that teach about responsibility and citizenship at a child's level. *Orb and Effy Learn About Authority.* Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society. Steig, William. *Amos and Boris.* Farrar, 1971. This is a famous tale of friendship and duty. Steptoe, John. *Mufaro's Beautiful Daughters: An African Tale.* Lothrop, 1987. Steptoe's illustrations distinguish this African folktale about the fate of two sisters—one kind and the other selfish. Washington, George. *Rules of Civility and Decent Behaviour.* Applewood Books, 1988. A book of one hundred and ten rules on manners and how to treat others in social relations that George Washington copied as a boy as basic rules to follow in his life. *Zookeeper Learns About Responsibility.* Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work. **Internet** California Department of Education. *Rules and Responsibilities.* History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=996 This is an eight-week unit developed to support the first grade standards and help students learn how rules are made and used in a school community and in our country.

1 Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
	V.E.1 Explain the importance of certain dispositions to themselves and American democracy. Dispositions include individual responsibility, self-discipline/self-governance, civility, respect for others, honesty, respect for law, civic mindedness, and patriotism.	**History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking **3.** Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Creative Expression **2.2** Dramatize or improvise familiar simple stories from classroom literature or life experiences, ... using a tableau or a pantomime. **Visual Arts Standards** Creative Expression **2.8** Create artwork based on observations of actual objects and everyday scenes.

Sample Classroom Applications	Sample Resources

AMERICAN IDEALS AND SHARED VALUES

What is an American? The United States is a diverse nation made up of people who differ in race, ethnicity, language, religious belief, and opinion. Even so, Americans share a number of important values, principles, and beliefs. First among them is a commitment to the fundamental values and principles of American democracy, such as the right to freedom of religion, speech, the press, and the rule of law.

In contrast to most other nations, the identity of an American is defined by these shared values, principles, and beliefs rather than by ethnicity, race, religion, or class. These fundamental values and principles are expressed in essential documents such as the Declaration of Independence and the Constitution and celebrated on our national holidays. Children's understanding that these fundamental values and principles are of importance for themselves, their community, and their nation is an essential first step in fostering a reasoned commitment to them. This commitment is essential to the preservation and improvement of American democracy.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
1.3 **Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.** 1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America"). 2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	II.A.1 Explain the importance of the fundamental values and principles of American democracy. II.B.1 Identify some important beliefs commonly held by Americans about themselves and their government. II.C.1 Explain the importance of Americans sharing and supporting certain values, principles, and beliefs. II.D.1 Describe diversity in the United States and identify its benefits. II.E.1 Identify and evaluate ways conflicts about diversity can be prevented and managed. II.F.1 Identify ways people can work together to promote the values and principles of American democracy.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** Respond to *who, what, when, where,* and *how* questions. **2.6** Relate prior knowledge to textual information. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events…. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.2 Use descriptive words when writing. Writing Applications **2.2** Write brief expository descriptions of a real object, person, place, or event using sensory details.

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Sample Classroom Applications

Sing patriotic songs and explain how they reflect the values and principles of constitutional democracy.

Lead the Pledge of Allegiance and perform patriotic songs at local ceremonies. Help others understand American ideals and shared values by discussing the meaning of the words in the Pledge of Allegiance and patriotic songs to parents, new citizen groups, or younger children. (Service-Learning Activity)

Read a book on the Statue of Liberty. Explain how the Statue of Liberty represents fundamental principles of American democracy.

Explain the meaning of *E Pluribus Unum*. Why is this one of America's mottoes? Have students bring in a symbol of their cultural background to exhibit varied backgrounds of American citizens and shared values.

Draw a class mural showing how people of different religious, ethnic, and racial groups share values and principles of American democracy (e.g., respecting the rights of others, volunteering for school and community service, participating in government by voting). Act as a tour guide for school guests explaining how the mural reflects American ideals and shared values. (Service-Learning Activity)

Develop a class "big book" of American symbols reinforcing the idea of the United States as one nation made up of peoples from around the world who share common values and beliefs.

Read Eve Bunting's *The Wall* and discuss the symbolic nature of monuments that represent civic values. Find a monument in your town or city that represents one of these civic values. Ask questions such as: Why do you think that the monument was built? What can you learn from this monument? Find pictures in books or magazines showing the monuments in our nation's capital or use the Internet resource *A Trip to the Mall*. What do these monuments reveal about shared American values?

Explain why we celebrate holidays such as the Fourth of July, Memorial Day, and Thanksgiving. How do these holidays help us remember values and principles that we all share as Americans?

Sample Resources

Print

Bates, Katherine Lee. *America the Beautiful*. Atheneum, 1993. This book is an illustrated edition of the nineteenth-century poem, later set to music, celebrating the beauty of America.

Bunting, Eve. *The Wall*. Houghton, 1992. A father and his young son visit the Vietnam Veterans Memorial to find the name of the grandfather the boy never knew.

Bunting, Eve. *Picnic in October*. Raintree Steck-Vaughn, 2000. Learn about the importance of the immigrant experience through a boy who finally comes to understand why his grandmother insists that the family come to Ellis Island each year to celebrate Lady Liberty's birthday.

Fair Bears Learn About Justice. Center for Civic Education, 1998. This picture book uses animal characters to explore the concepts of fairness and justice in society. A guide for evaluating the fairness of rules and laws is included.

Jessica Fish Learns About Privacy. Center for Civic Education, 1999. This picture book uses animal characters to explore the concept of the right to privacy in society.

Johnson, Linda Carlson. *Our National Symbols*. Millbrook Press, 1992. This book examines the various symbols of our country with colorful pictures and comprehensible descriptions.

Kent, Deborah. *Lincoln Memorial*. Children's Press, 1996. Explore this famous American monument and learn why it was built, and what it symbolizes for people everywhere.

Livingston, Myra Cohn. *Celebrations*. Holiday, 1987. This collection of poems deals with the holidays of the year. Apropos to this unit are poems about Martin Luther King Jr. Day, Labor Day, Thanksgiving, the Fourth of July, Memorial Day, and President's Day.

Maestro, Betsy. *Coming to America*. Scholastic, 1996. This book explores the evolving history of immigration to the United States. It shows how each group of immigrants has contributed to the fabric of American life.

Orb and Effy Learn About Authority. Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society.

Penner, Lucille Recht. *The Statue of Liberty*. Random House, 1995. The story of the construction and symbolism of the Statue of Liberty.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
1.5 **Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.** 1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.		**History-Social Science Analysis Skill Standards** Historical Interpretation 1. Summarize...key events...and explain the historical contexts of those events. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.1** Listen attentively. **1.4** Stay on the topic when speaking. Speaking Applications **2.1** Recite poems, rhymes, songs and stories. **2.2** Retell stories using basic story grammar and relating the sequence of story events.... **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking 3. Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Music Standards** Creative Expression **2.2** Sing age-appropriate songs from memory. Aesthetic Valuing **4.2** Describe how ideas or moods are communicated through music. Connections, Relationships, Applications **5.1** Recognize how people respond to their world through music. **Visual Arts Standards** Creative Expression **2.8** Create artwork based on observations of...everyday scenes.

Sample Classroom Applications	Sample Resources
	Sorensen, Lynda. *Fourth of July*. Rourke Publishing Company, 1994. This book explores Independence Day and celebrations across America on this holiday. Spier, Peter. *The Star-Spangled Banner*. Yearling, 1992. Spier pictorially depicts the verses of the National Anthem. *Zookeeper Learns About Responsibility*. Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work. **Internet** California Department of Education. *Our Nation's Symbols and Holidays*. History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1044 This is a four-week unit for first-graders with a focus on U.S. symbols, patriotic songs, holidays, and landmarks. Core Knowledge Foundation. *Tales to Live By*. http://www.coreknowledge.org/CKproto2/resrcs/lessons/199tales.pdf The 8th Core Knowledge National Conference website includes brief interdisciplinary lessons using fairy tales to introduce a variety of character values. Lessons use dramatic play and other hands-on activities. Forrest, Dave (New Haven Unified School District). *A Trip to the Mall*. http://www.nhusd.k12.ca.us/The_Mall/Mall_trip.html This walking tour of the National Mall in Washington, D.C., takes students on a virtual tour of our nation's most important government buildings, museums, and memorials with brief information about each "stop" on the tour. Schoolhouse Rock. *America Rock*. http://www.school-house-rock.com/AmericaRock.html The song "The Great American Melting Pot" helps children understand the ideals that America stands for and why people from all over the world sought to make a life here. The website also includes songs to help students learn about important American events. Smithsonian Institution. *Star-Spangled Banner Website*. http://americanhistory.si.edu/ssb/ The history of the national anthem is told through images, sounds, and text.

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Grade 2

people who make a difference

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Civic education content and skills in the California History-Social Science Standards include

- Laws and how they are made (Standard 2.3.1)
- How groups and nations interact with one another to solve problems (Standard 2.3.2)
- Individual action and character (Standard 2.5)

Overview drawn from the California History-Social Science Framework

Children explore the reasons for rules and laws and examine the purposes they serve. They should be able to explain how rules and laws protect individual rights and promote the common good. They also should be able to distinguish between a good or bad rule. Children should recognize that rules promote order in society and help solve problems. Children are introduced to the many people, ordinary and extraordinary, who have contributed to their lives and made a difference. They learn of the individuals and groups who have made a difference in our national life and in the larger world community. Children read stories of men and women who have respect for the rule of law and who have demonstrated a deep and abiding commitment to democratic values.

LAWS AND HOW THEY ARE MADE

On a basic level, government can be described as the people and groups within a society with the authority to make, carry out, and enforce laws and to manage disputes about the law. Children should look at the governance of the family and school as analogous to the governance of the larger community, state, and nation. They should be able to recognize that they live by certain rules enacted and enforced by parents, school personnel, and their local community. They should be able to evaluate the fairness of rules and laws and give specific examples of what may result from an absence of rules or laws using playground games or other familiar activities as examples. An understanding of the fundamental ideas about government and its functions provides a basis on which children can begin to develop an understanding of the institutions of government in their communities, states, and the nation.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
2.3 Students explain governmental institutions and practices in the United States and other countries. 1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.	**I.C.1** Explain why government is necessary in their classroom, school, community, state, and nation, and the basic purposes of government in the United States. **I.D.1** Explain some of the major things governments do in their school, community, state, and nation. **I.E.1** Explain the purposes of rules and laws and why they are important in their classroom, school, state, and nation. **I.F.1** Explain and apply criteria useful in evaluating rules and laws. **V.C.1** Explain why certain rights are important to the individual and to a democratic society.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** State the purpose in reading. **2.3** Use knowledge of the author's purpose(s) to comprehend informational text. **2.6** Recognize cause-and-effect relationships in text. **2.7** Interpret information from diagrams, charts, and graphs. Literary Response and Analysis **3.1** Compare and contrast plots, settings, and characters.... **3.3** Compare and contrast different versions of the same stories that reflect different cultures. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Pose relevant questions about events.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.1** Write a brief narrative based on their experiences. **2.2** Write a friendly letter....

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Sample Classroom Applications

Discuss situations in which rules are important—home, school, city, state, country. Then select one rule and develop a story about why this rule is important and how life would be different without this rule. Ask students to explain what happens if someone on the playground refuses to play a game by the rules. Why are rules necessary when playing a game?

Discuss the importance of rules and laws. Ask students to explain how school rules are made.

Generate a list of class rules. Use *Fair Bears Learn About Justice* to help students develop criteria for evaluating class rules. Are some rules unjust? What makes a good rule or law?

Discuss and model how ideas can become laws. Watch "I'm Just a Bill" on Schoolhouse Rock's *America Rock* video and create a flowchart showing the process.

Brainstorm a list of jobs of people who make or enforce the law (e.g., legislator, mayor, police officer, judge, school principal). Discuss the purpose of and responsibilities required in these jobs. Identify local government and law enforcement officials who are involved in making, enforcing, or managing disputes about the laws. Invite one of these officials to speak to the class on the importance of rules and laws. Discuss how local laws are made.

Sample Resources

Print[1]

Barnes, Peter W., and Cheryl Shaw. *Marshall, the Courthouse Mouse: A Tail of the Supreme Court.* VSP Books, 1998. Students learn about the Supreme Court of the United States and the role of the lesser courts in the American justice system through the eyes of a cartoon figure, Marshall, the Courthouse mouse.

Catrow, David (illustrator). *We the Kids: The Preamble to the Constitution of the United States.* Penguin Putnam, 2002. A colorful illustrated version of the preamble to the Constitution designed to help children understand the big ideas behind this document.

Fair Bears Learn About Justice. Center for Civic Education, 1998. This picture book uses animal characters to explore the concepts of fairness and justice in society. An activity book, *Learning About Justice,* is included.

Jessica Fish Learns About Privacy. Center for Civic Education, 1999. This picture book uses animal characters to explore the concept of the right to privacy in society. *Learning About Privacy* activity book is included.

Orb and Effy Learn About Authority. Center for Civic Education, 1999. This picture book uses cartoon characters to explore the concept of authority in society and ways to evaluate rules. *Learning About Authority* activity book is included.

Schaefer, Lola M. *We Need Police Officers.* Capstone Press, 2000. Simple text and photographs present police officers and their role in the community.

Zookeeper Learns About Responsibility. Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work. *Learning About Responsibility* activity book is included.

1 Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Paraphrase information shared orally by others. **1.7** Recount experiences in a logical sequence. Speaking Applications **2.1** Recount experiences or present stories. **History-Social Science Analysis Skill Standards** Historical Interpretation **3.** Identify and interpret the multiple causes and effects of historical events. **4.** Conduct cost-benefit analyses of historical and current events.

Sample Classroom Applications	Sample Resources
	Internet California Department of Education. *Making and Carrying Out Laws*. History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1103 This six-week unit helps students learn about making laws (legislative branch), carrying out laws (executive branch), and enforcing laws (judicial branch) in the United States, as well as the duties of the president and the election/selection process. Schoolhouse Rock. *America Rock*. http://www.school-house-rock.com/AmericaRock.html Students learn about events in American history through songs. The song "I'm Just a Bill" illustrates how bills become laws.

HOW GROUPS AND NATIONS INTERACT WITH ONE ANOTHER TO SOLVE PROBLEMS

Resolving conflicts peacefully through discussions and agreements promotes the rights of all people to life, liberty, and property and helps to promote the common good. Nations, like individuals, need to work together to solve problems without resorting to violence. Students should be able to evaluate ways in which disputes can be prevented. They should begin to recognize that mutual respect and understanding promote civility in individuals as well as among nations.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
2.3 **Students explain governmental institutions and practices in the United States and other countries.** 2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	**III.B.1** Give examples of ways the national government protects individual rights and promotes the common good. **III.C.1** Explain the most important responsibilities of their state government. **III.D.1** Explain the most important responsibilities of their local government. **IV.A.1** Explain that the world is divided into different nations which interact with one another. **IV.B.1** Explain the major ways nations interact with one another.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.2 State the purpose in reading. 2.6 Recognize cause-and-effect relationships in text. Literary Response and Analysis 3.1 Compare and contrast plots, settings, and characters.... 3.3 Compare and contrast different versions of the same stories that reflect different cultures. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... 3. Distinguish fact from fiction.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications 2.1 Write a brief narrative based on their experiences. **History-Social Science Analysis Skill Standards** Historical Interpretation 1. Summarize...key events...and explain the historical contexts of those events.

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Sample Classroom Applications

Write a story or play that shows what might happen if people are not respectful of others. Discuss why it is necessary to show respect to people who may appear different from you.

Divide the class into different groups based on games they wish to play at recess. Inform the class that they will not be able to have recess time unless they agree on one game that everyone will play. Have each group explain why others in the class should accept their game. Discuss ways the groups interacted with one another. In discussion, use question such as: Did one group try to enforce its will on others? Did all students get to express their views? How difficult was it to come to a decision about the game that would be played at recess?

Students work together in groups to brainstorm problems that exist at their school and in their community. Explain ways to solve these problems. For example, they can help in campaigns to clean up and beautify their classroom, school grounds, and neighborhood. Create a class project to address one of the problems identified during the brainstorming session. (Service-Learning Activity)

Create a collage illustrating how we need to respect the rights of others and ways we can work together to solve problems.

Simulate situations among nations requiring cooperation to resolve conflicts. For example, divide the class in half and instruct each group to represent one of two nations that share a border. Explain that there is a lake on the border between these two nations. The lake belongs to both nations. Have students discuss how to care for this lake over time.

Sample Resources

Print

Fair Bears Learn About Justice. Center for Civic Education, 1998. This book uses animal characters to explore the concepts of fairness and justice in society. An activity book, *Learning About Justice*, is included.

Geisel, Theodore (Dr. Seuss). *The Butter Battle Book*. Random House, 1984. A cautionary Cold War tale, *The Butter Battle Book* still has a lot to teach about intolerance and how tit-for-tat violence can quickly get out of hand. Explaining the very serious differences between the Zooks and the Yooks, a Zook grandpa tells his grandchild this story.

Gikow, Louise. *For Every Child, a Better World*. Golden Books, 1993. Nine statements outline children's basic needs and how they often go unmet. The accompanying art depicts Kermit the Frog as narrator and features Sesame Street-style characters. Although the characters are in a cartoon style, they express real emotions, and their settings are composed of realistic elements. Concepts are made immediately accessible but not trivialized.

Jessica Fish Learns About Privacy. Center for Civic Education, 1999. This picture book uses animal characters to explore the concept of the right to privacy in society. *Learning About Privacy* activity book is included.

Lobel, Arnold. *Fables*. HarperCollins, 1980. These are humorous, contemporary fables that teach about responsibility and citizenship at a child's level.

Orb and Effy Learn About Authority. Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society and ways to evaluate rules. *Learning About Authority* activity book is included. "Why Do We Need Authority?" is also available on the Center for Civic Education website (http://www.civiced.org/fod_elem_auth02_sb.html).

Zookeeper Learns About Responsibility. Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work. *Learning About Responsibility* activity book is included.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Paraphrase information shared orally by others. **1.7** Recount experiences in a logical sequence. **1.8** Retell stories, including characters, setting, and plot. Speaking Applications **2.1** Recount experiences or present stories. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking **1.** Place key events and people of [a]...historical era...in a chronological sequence and...interpret time lines. Research, Evidence, and Point of View **1.** Differentiate between primary and secondary sources. **2.** Pose relevant questions about events.... VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Creative Expression **2.2** Retell familiar stories, sequencing story points and identifying character, setting, and conflict. Connections, Relationships, Applications **5.1** Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.

Sample Classroom Applications	Sample Resources

INDIVIDUAL ACTION AND CHARACTER

In contrast to most other nations, the United States is made up of many peoples representing diverse cultures and traditions. American identity is defined by shared political values, principles, and beliefs. The fundamental values and principles of American democracy provide common ground for Americans to work together to promote the attainment of individual, community, and national goals. Individuals who show certain traits of public character such as civility, respect for law, civic mindedness, persistence, and a willingness to negotiate and compromise are indispensable for the vitality of American constitutional democracy. The histories of local communities and of our nation reveal the efforts of ordinary and extraordinary men and women who have demonstrated these traits and, through individual and group action, have contributed to the betterment of society. Students should recognize that the accomplishments of members of their own family, of persons committed to community service, as well as nationally recognized leaders create true "American heroes."

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
2.5 **Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**	**II.B.1** Identify some important beliefs commonly held by Americans about themselves and their government. **II.C.1** Explain the importance of Americans sharing and supporting certain values, principles, and beliefs. **II.F.1** Identify ways people can work together to promote the values and principles of American democracy. **V.E.1** Explain the importance of certain dispositions to themselves and American democracy. Dispositions include individual responsibility, self-discipline/self-governance, respect for rights of others, honesty, and patriotism. **V.F.1** Describe the means by which citizens can influence the decisions and actions of their government.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.3** Use knowledge of the author's purpose(s) to comprehend informational text. **2.6** Recognize cause-and-effect relationships in text. Literary Response and Analysis **3.3** Compare and contrast different versions of the same stories that reflect different cultures. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Pose relevant questions about events.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.1** Write a brief narrative based on their experiences.

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Sample Classroom Applications

Describe civic participation of family members over time. Use primary sources, including family diaries and interviews.

Use folktales and oral traditions to identify traditions and values of long ago. Explain what you can learn about individual action and character from these folktales. Compare them to values we hold today.

Read biographies about people who, through strength of character, have made a difference in their communities. Then discuss these people and generate a list of shared characteristics. How did these people make a difference in their communities?

Compile a list of heroes. Discuss the qualities shared by these individuals. Distribute a list of American heroes for students to research.

Invite professionals from different occupations, including government officials, to tell about their responsibilities and contributions to society.

Have students brainstorm ways in which they are able to participate in their school or community. For example, they can help in campaigns to clean up and beautify their classroom, school grounds, and neighborhood.

Sample Resources

Print

Bennett, William J. *The Children's Book of Heroes*. Simon & Schuster, 1997. This collection of stories illustrates the endurance, sacrifice, courage, and compassion of American heroes.

Bunting, Eve. *Going Home*. HarperCollins, 1996. Carlos, his parents, and his sisters return from a visit to the family village in Mexico. He learns just how many sacrifices his parents have made in seeking a better life for him in the United States.

Fair Bears Learn About Justice. Center for Civic Education, 1998. This little book uses animal characters to explore the concepts of fairness and justice in society. An activity book, *Learning About Justice*, is included.

Fox, Mem. *Wilfrid Gordon McDonald Partridge*. Kane/Miller Books, 1985. This humorous tale encompasses memory, recollection, and family history.

Garland, Sherry. *The Lotus Seed*. Harcourt Brace Jovanovich, 1993. A young Vietnamese girl saves a lotus seed and carries it with her everywhere to remember a brave emperor and the homeland that she had to flee. This girl grows to share her culture and dreams with her family in America.

Jessica Fish Learns About Privacy. Center for Civic Education, 1999. This picture book uses animal characters to explore the concept of the right to privacy in society. *Learning About Privacy* activity book is included.

Lawrence, Jacob. *Harriet and the Promised Land*. Aladdin Books, 1997. This is a brief biography in verse about Harriet Tubman and her efforts to lead enslaved people to freedom. It features Lawrence's series of Tubman paintings.

Levinson, Riki. *Watch the Stars Come Out*. Puffin Unicorn Book, 1985. In this story, a little girl hears how, long ago, another little red-haired girl—her great-grandmother—sailed across the sea with her older brother to join their immigrant parents in a strange new land called America.

Marzollo, Jean. *Happy Birthday, Martin Luther King*. Scholastic, 1993. This simple introduction to the life of Martin Luther King Jr. helps students understand why Americans celebrate his life with a national holiday.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		History-Social Science Analysis Skill Standards Chronological and Spatial Thinking 1. Place key events and people of [a]...historical era...in a chronological sequence and...interpret time lines. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Paraphrase information shared orally by others. Speaking Applications **2.1** Recount experiences or present stories. **2.2** Report on a topic with facts and details, drawing from several sources of information. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking **3.** Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Creative Expression **2.6** Retell familiar stories, sequencing story points and identifying character, setting, and conflict. Connections, Relationships, Applications **5.1** Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.

Sample Classroom Applications	Sample Resources
	Matthaei, Gay. *Ledgerbook of Thomas Blue Eagle.* Lickle Publishing, 1994. This is a fictional account of a young nineteenth-century Sioux warrior's quest for knowledge that takes him from his childhood home to a far-off boarding school where he learns the ways of the white world, and the value of his own traditions. *Orb and Effy Learn About Authority.* Center for Civic Education, 1999. This picture book uses cartoon figures to explore the concept of authority in society and ways to evaluate rules. *Learning About Authority* activity book is included. Provensen, Alice. *My Fellow Americans.* Harcourt Brace, 1995. An album filled with words and deeds of Americans who have influenced our lives today gives insight into what it means to be part of the American family. *Zookeeper Learns About Responsibility.* Center for Civic Education, 1999. This picture book uses animal characters to explore the concepts of personal and social responsibility that are required to make society work. *Learning About Responsibility* activity book is included. **Internet** California Department of Education. *Biographies of Heroes.* History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1138 This six-week unit allows students to read, hear, and write simple biographies of heroes from long ago and the recent past who have made a difference. Students identify key events in their lives and their accomplishments and recognize citizens who have made contributions to the local community. Sawyer, Debbie. *Rock 'n' Roll Presidents on Mount Rushmore.* SCORE. http://score.rims.k12.ca.us/activity/rushmore/ This problem-based lesson features the Mount Rushmore monument created to represent the ideals of the nation by recognizing Presidents Washington, Jefferson, Lincoln, and Theodore Roosevelt. The White House. *George Washington.* http://www.whitehouse.gov/WH/glimpse/presidents/html/gw1.html Students can read a short, two-page biography of George Washington and look up information about other presidents.

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Grade 3

continuity and change

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Civic education content and skills in the California History-Social Science Standards include

- Structure of the U.S. government (Standards 3.4.1 and 3.4.4)
- My community and its citizens (Standards 3.3.3 and 3.4.2)
- Symbols and landmarks of our community, state, and nation (Standard 3.4.3)
- American heroes who worked for freedom (Standard 3.4.6)

Overview drawn from the California History-Social Science Framework

Third graders begin to think about continuity and change in their own locality and nation. To understand changes occurring today, children should explore the ways in which their community continues to evolve. Teachers introduce children to the legacy of local, regional, and national traditions that provides common memories and a shared sense of community. Children should learn how their community has changed over time and also why certain features have remained the same. They should see how different people who settled in a region worked together to build a community, influenced public policy, elected city government, and participated in resolving local issues that are important to children and their families. Volunteers in community service or elected officials can be invited to explain their work and discuss different proposed policies that address important issues confronting their community.

STRUCTURE OF THE U.S. GOVERNMENT

The Framers of the Constitution thought it essential to limit the powers of government in order to protect the rights of individuals. The Constitution limits government by such means as the division of powers and the system of checks and balances. An understanding of the reasons for and the necessity of limited government is essential if citizens are to control their government and make certain that it fulfills its purposes. Students should be able to explain the basic differences between limited and unlimited government. They should be able to explain why limited government is important for the protection of individual rights. Students should be able to identify the three branches of our federal government and explain the major functions of each branch.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. 1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. 4. Understand the three branches of government, with an emphasis on local government.	**I.G.1** Explain the basic differences between limited and unlimited governments. **I.H.1** Explain why limiting the powers of government is important to their own lives. **III.A.1** Describe what the United States Constitution is and why it is important. **III.B.1** Give examples of ways the national government protects individual rights and promotes the common good. **III.E.1** Identify their members of the legislative branches and the heads of the executive branches of their local, state, and national governments.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading, Word Analysis **1.3** Read aloud narrative and expository text fluently and accurately.... Reading Comprehension **2.3** Demonstrate comprehension by identifying answers in the text. **2.5** Distinguish the main idea and supporting details in expository text. **2.6** Extract appropriate and significant information from the text, including problems and solutions. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Pose relevant questions about events.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.1** Write narratives. **2.2** Write descriptions that use concrete sensory details to present and support a unified impression of people, places, things, or experiences.

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Sample Classroom Applications

Write a classroom constitution. In a discussion of what to include, ask questions such as: Should guarantees be included to protect your rights? Should citizen responsibilities be included?

Use *Pig Brothers* v. *A. Wolf*, Constitutional Rights Foundation, to conduct a mock trial demonstrating the workings of the criminal courts and the consequences of breaking rules.

Create a collage showing the three branches of the United States government and list the major responsibilities of each branch.

Play a "Who Am I" game in which you pretend you are a member of government. You tell the class what you do, and then have them guess what position you have (e.g., "I help make laws for the nation"; answer, a member of Congress; or, "I enforce the laws of the nation"; answer, the president).

Create a graphic organizer to identify local and national government leaders. Then list their responsibilities.

Examine the importance of voting by inviting a representative from the League of Women Voters, registrar of voters, or the county clerk's office to describe the election process. Hold a mock election to select leaders and decide local issues.

Read Betsy and Giulio Maestro's *Voice of the People* and explain how the United States government differs from other governments.

Sample Resources

Print[1]

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Upper elementary level. Center for Civic Education, 1997. This set of four books explores the concepts of authority, privacy, responsibility, and justice to help young students understand how society works and their place in it.

Fradin, Dennis B. *Voting and Elections.* Children's Press, 1985. This book explains in easy terms what voting means. It tells the history of the first voters and the history of U.S. voting. It describes the voting process in the United States.

Maestro, Betsy, and Giulio Maestro. *Voice of the People.* William Morrow & Co., 1998. In describing "American democracy in action," the authors first explain how the American system of government differs from the systems of other nations. The book also explores the history of the Constitution and the amendments, the three branches of government, and how a presidential election works.

Pig Brothers v. *A. Wolf.* Constitutional Rights Foundation, 2002. Based on the award-winning children's book *The True Story of the Three Little Pigs* by Jon Scieska, this work provides a complete mock trial simulation.

Quiri, Patricia Ryon. *The Declaration of Independence.* Children's Press, 1999. This book discusses the circumstances preceding and following the writing of the Declaration of Independence and describes how it was written, approved, and announced. The author also has a series of books printed by Children's Press on government for young students, including *The Bill of Rights, The Congress, The Constitution,* and *The Supreme Court.*

Internet

Ben's Guide to the U.S. Government for Kids. *Our Government.*
http://bensguide.gpo.gov/k-2/government/index.html
This website gives simple information about the Constitution and the branches of government. The homepage has links to other topics and websites for young students.

California Assembly. *Assembly Kid Stuff: How Ideas Become Laws.*
http://www.assembly.ca.gov/kids/kids1/kids1.htm
This website, maintained by the California Assembly, allows students to learn the steps in turning ideas into laws as the students become active participants in the process.

1 Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
	•	**History-Social Science Analysis Skill Standards** Historical Interpretation 3. Identify and interpret the multiple causes and effects of historical events. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications 2.1 Make brief narrative presentations. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays.... VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Connections, Relationships, Applications 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area....

Sample Classroom Applications	Sample Resources
	California Department of Education. *Birth of a City.* History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1203 This three-week unit addresses Standard 3.4. Students examine the reasons why we have rules and laws, the basic structure of the U.S. government, the functions of local government, the incorporation of a city, and the importance of civic participation. California Department of Education. *Symbols and Landmarks, National and Local.* History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1220 This four-week unit helps students understand the role of rules and laws in our daily lives, and the basic structure of the U.S. government. National Digital Library, Library of Congress. *Elections, the American Way.* http://learning.loc.gov/learn/features/election/home.html This interactive program explores five topics over time: candidates, voters, the party system, the election process, and issues. This website is recommended for teachers. PBS Kids Democracy Project. *President for a Day.* http://www.pbs.org/democracy/kids/presforaday/index.html The program introduces students to the many responsibilities of the nation's leader and asks them, "Would you like to be president?"

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MY COMMUNITY AND ITS CITIZENS

Students at this grade level are becoming aware of the importance of their local community. They study how their community has changed over time and the role people have played in the development of the local region. They should become aware of how decisions that are being made will affect their community. They should begin to understand how people in their community work to influence public policy, elect their local leaders, and participate in resolving issues important to the community.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3.3 **Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.** 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. 3.4 **Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.** 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	II.A.1 Explain the importance of the fundamental values and principles of American democracy. V.A.1 Explain the meaning of citizenship in the United States. V.F.1 Describe the means by which citizens can influence the decisions and actions of their government.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading, Word Analysis **1.3** Read aloud narrative and expository text fluently and accurately.... Reading Comprehension **2.6** Extract appropriate and significant information from the text, including problems and solutions. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Pose relevant questions about events.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.1** Write narratives. **History-Social Science Analysis Skill Standards** Historical Interpretation **1.** Summarize...key events...and explain the historical contexts of those events. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications **2.1** Make brief narrative presentations.

Sample Classroom Applications

Contact the local Chamber of Commerce to identify speakers and field trips that teach about the local government and economy. Have students interview local officials and discuss how they can help their local community.

In preparation for a service-learning project, invite community leaders to explain to students why people volunteer and the importance of becoming involved in community programs. Identify a local problem and develop and implement a class project to address the identified problem (e.g., community garden, clothing drive, food bank). (Service-Learning Activity)

Have students role-play ways in which citizens can influence the decisions and actions of our government (e.g., discussing public issues, communicating with public officials, voting, working in political campaigns).

After studying about the meaning of citizenship, have students write an essay on what it means to be a citizen. Make a presentation to younger students about what they can do to be good citizens.

Use *Foundations of Democracy: Authority* to discuss how people in positions of authority gain the right to direct or control others. In the discussion, use question such as: How should people in positions of authority use their power? Are there people who have power who have not gained the right to direct or control others? What is the difference between power with authority and power without authority? Identify examples of power without authority (e.g., neighborhood bully forcing younger children to give up their lunch money, a robber holding up a bank).

Sample Resources

Print

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Upper elementary level. Center for Civic Education, 1997. This set of four books explores the concepts of authority, privacy, responsibility, and justice to help young students understand how society works and their place in it. Lesson 2, "Why Do We Need Authority?" is available on the Center for Civic Education website (http://www.civiced.org/fod_elem_auth02_sb.html).

Internet

California Assembly. *Assembly Kid Stuff: How Ideas Become Laws.*
http://www.assembly.ca.gov/kids/kids1/kids1.htm
This website, maintained by the California Assembly, allows students to learn the steps in turning ideas into laws as the students become active participants in the process.

California Department of Education. *Birth of a City.* History-Social Science Course Model.
http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1203
This three-week unit addresses Standard 3.4. Students examine the reasons why we have rules and laws, the basic structure of the U.S. government, the functions of local government, the incorporation of a city, and the importance of civic participation.

PBS Kids Democracy Project. *How Does Government Affect Me?*
http://www.pbs.org/democracy/kids/mygovt/index.html
This PBS website has students investigate government on a personal level.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Connections, Relationships, Applications 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area....

Sample Classroom Applications	Sample Resources

SYMBOLS AND LANDMARKS OF OUR COMMUNITY, STATE, AND NATION

Symbols of the United States such as the flag and the Statue of Liberty depict Americans' shared values. Stories about our national, state, and local landmarks also reflect the values and principles we share as a nation. The memorials of our nation's capital; the Minuteman statue at Concord, Massachusetts; a national historic site of a station on the Underground Railroad; all reflect aspects of our nation's history and the dedication of individuals and groups that have worked to secure our liberty. The identity of an American is defined by shared political values, principles, and beliefs not by such factors as race, ethnicity, language, religious belief, or opinion. Students should be able to identify and explain how particular symbols and landmarks reflect our national heritage and how they help instill patriotism. They should learn the meaning of the nation's holidays. Above all, students need to recognize the importance of commonly shared values and principles.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3.4 **Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.** 3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	**II.C.1.** Explain the importance of Americans sharing and supporting certain values, principles, and beliefs.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.4** Recall major points in the text.... **2.6** Extract appropriate and significant information from the text, including problems and solutions. Literary Response and Analysis **3.2** Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables.... **3.4** Determine the underlying theme or author's message in fiction and nonfiction text. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **1.** Differentiate between primary and secondary sources. **3.** Distinguish fact from fiction.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.1** Write narratives. **2.3** Write personal and formal letters....

Sample Classroom Applications	Sample Resources
Identify symbols used to depict Americas' shared values, principles, and beliefs and explain the meaning of the flag, Statue of Liberty, Uncle Sam, Great Seal of the United States, the National Anthem, and mottoes such as *E Pluribus Unum*. Construct a collage of symbols of American freedom (e.g., the Statue of Liberty, the bald eagle, the flag, Uncle Sam). Explain how each symbol represents American beliefs and principles. Contact the local historical society to identify landmarks that symbolize the history of the community. Have students prepare oral presentations on how one or more of these landmarks illustrates an important event in the community's history. Visit local landmarks and investigate why they were set up. Discuss how they represent important values or cherished ideals in the community and/or the nation. Read a legend, folktale, tall tale, or hero story about someone who represented ideals upon which this nation was founded. Dramatize how that individual served the community, state, or nation. Identify a person in your community who has dedicated his or her life to community service. Suggest ways in which this person can be recognized (e.g., a scholarship program in his or her name; charitable contributions to community service organizations in his or her name; contribution of books to the school or local library in his or her name). Write a letter to the editor of a local newspaper recommending that the person be recognized for his or her service. (Service-Learning Activity) Research Ellis Island and Angel Island, places where immigrants entered America. Why have these two centers been recognized as monuments? Read accounts of the struggles immigrants faced. What do the stories of immigrants tell us about the "promise of America"? Write a dramatization to illustrate why immigrants come to America. Read sections from famous American documents such as the Declaration of Independence, the Constitution, and the Gettysburg Address and explain how these documents illustrate important American values and beliefs.	**Print** Fisher, Leonard Everett. *Stars and Stripes: Our National Flag*. Holiday House, 1993. Using the Pledge of Allegiance as accompanying text, this book presents various American flags and gives brief historical information about each. Jacobs, William Jay. *Ellis Island: New Hope in a New Land*. Atheneum, 1990. Black-and-white photographs illustrate this easy-to-read account of this famous entry point into America. Many of the immigrants made it all the way to California. West, Delno C., and Jean M. West. *Uncle Sam and Old Glory: Symbols of America*. Atheneum Books for Young Readers, 2000. Learn about the American flag, the Great Seal of the United States, the bald eagle, the Liberty Bell, Uncle Sam, and many more symbols that have come to represent American life and culture. For local and regional resources, contact local libraries, government offices, and historical societies. **Internet** Ben's Guide to the U.S. Government for Kids. *Symbols of the U.S.* Government. http://bensguide.gpo.gov/k-2/symbols/index.html Brief information is provided for eight U.S. symbols including the flag, the Liberty Bell, and the Statue of Liberty. *Documents and Symbols of American Freedom*. SCORE. http://rims.k12.ca.us/symbols_freedom/index.html This website allows students to explore key documents in American history, such as the Mayflower Compact, the Declaration of Independence, the Constitution, and the Bill of Rights. Students also learn about major symbols of American freedom, such as the bald eagle, the Fourth of July, the Star-Spangled Banner, Independence Hall, the Liberty Bell, Uncle Sam, Lady Justice, and the Statue of Liberty. Enchanted Learning. *USA State Flags*. http://www.enchantedlearning.com/usa/flags/ Students can examine flags of the 50 states and design their own flag. Sawyer, Debbie. *Rock 'n' Roll Presidents on Mount Rushmore*. SCORE. http://score.rims.k12.ca.us/activity/rushmore/ This problem-based lesson features the Mount Rushmore monument created to represent the ideals of the nation by recognizing Presidents Washington, Jefferson, Lincoln, and Theodore Roosevelt.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		History-Social Science Analysis Skill Standards Historical Interpretation 1. Summarize...key events...and explain the historical contexts of those events. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. 1.11 Distinguish between speaker's opinions and verifiable facts. Speaking Applications 2.1 Make brief narrative presentations. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays.... **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Connections, Relationships, Applications 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area....

Sample Classroom Applications	Sample Resources
	Williamson, Joe. *Independence Day—A Problem-based Lesson.* SCORE. http://score.rims.k12.ca.us/activity/indepday/index.html This teacher-developed lesson examines national holidays, songs, and symbols. Your class will make its own flag, monument, anthem, and holiday for its own Independence Day.

AMERICAN HEROES WHO WORKED FOR FREEDOM

Reading or listening to biographies of our nation's heroes and those who took risks to open new opportunities for others can effectively emphasize the development of good character traits and perseverance in the face of odds. Stories of American heroes help students understand the dedication of individuals to the achievement of our nation's liberty. Students should read about famous Americans who were instrumental in the formation of the nation and those who helped to further the fundamental principles and values upon which our constitutional democracy is based.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. 6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King Jr.).	II.B.1 Identify some important beliefs commonly held by Americans about themselves and their government. II.D.1 Describe diversity in the United States and identify its benefits (e.g., explain the meaning of the word diversity; identify common forms of diversity in the U.S.; describe how diversity helps people appreciate cultural traditions and practices other than their own; and describe some of the costs of diversity). V.E.1 Explain the importance of certain dispositions to themselves and American democracy. Dispositions include individual responsibility, self-discipline/self-governance, civility, respect for the rights of other individuals, honesty, respect for the law, civic mindedness, compassion, and patriotism. V.G.1 Explain the importance of political leadership and public service in their school, community, state, and nation. V.H.1 Explain and apply criteria useful in selecting leaders in their school, community, state, and nation.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading, Word Analysis **1.3** Read aloud narrative and expository text fluently and accurately.... Reading Comprehension **2.2** Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. **2.5** Distinguish the main idea and supporting details in expository text. **2.6** Extract appropriate and significant information from the text, including problems and solutions. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Pose relevant questions about events.... **3.** Distinguish fact from fiction.... Historical Interpretation **3.** Identify and interpret the multiple causes and effects of historical events. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.1** Write narratives.

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Sample Classroom Applications	Sample Resources
Identify historical figures who believed in the fundamental democratic values of justice and equality. Discuss how they practiced these principles. Have students draw upon biographies to analyze how people have continued to struggle to secure for all peoples the liberties and equality promised in the basic principles of American democracy. Encourage students to share their research with the class. Discuss leadership qualities. In the discussion, ask: If you decided to run for an office in your classroom or school, what leadership qualities that you believe you possess would you emphasize? Have students construct campaign posters pointing out these qualities. Have students make lists of the qualities they would like to see in a leader in the community. Discuss why these qualities are important. Describe what political leaders do and explain why leadership is necessary in a democracy. Study historical paintings of American heroes and explain how the artist showed the qualities of these men and women. Discuss what makes a hero. Have students assume the role of an American hero and explain what caused others to think of him or her as a hero. As a service-learning project to help beautify the school, create a class mural depicting how people from different periods in American history struggled to secure basic rights for all people. Explain why each person was selected to be part of your mural. (Service-Learning Activity) Identify a local historical figure who made a difference in your community. As a service-learning project, create and share a class book detailing his or her achievements and present it to the school library and the local public library. (Service-Learning Activity)	**Print** Benjamin, Anne. *Young Rosa Parks: Civil Rights Heroine*. Troll Communications, 1996. When she was young, Rosa learned to respect all people. When she grew up, she became an active civil rights worker. Her refusal to give up her seat on a bus to a white person led to the breakdown of segregation in Montgomery, Alabama. Benet, Rosemary, and Stephen Vincent Benet. *A Book of Americans*. Holt, 1987. Students will enjoy a number of these good-natured poems about the personalities and accomplishments of notable Americans. Bray, Rosemary. *Martin Luther King Jr.* Greenwillow, 1995. This is a biography of a courageous man who fought for civil rights. Farrell, Edward. *Young Jackie Robinson: Baseball Hero*. Troll Communications, 1992. Jackie had to face racial prejudice at an early age and decided to fight prejudice by becoming the best athlete he could be. He became the first black man in major-league baseball. Ferris, Jeri Chase. *With Open Hands—A Story About Biddy Mason*. Carolrhoda Books, 1999. This easy-to-read story recounts the life of a slave freed in California in 1856 who became a midwife, wealthy landowner, and philanthropist. Fontes, Ron, and Justine Fontes. *George Washington: Soldier, Hero, President*. DK Publishing, 2001. This biography of Washington in the DK Read Alone Series gives young readers basic information on Washington's life as a child, farmer, general, and president. Fritz, Jean. *Just a Few Words, Mr. Lincoln. The Story of the Gettysburg Address*. Putnam Publishing Group, 1993. Fritz focuses on the year 1863 when, after 23,000 Union soldiers were killed in the Battle of Gettysburg, Lincoln was asked to speak at a ceremony honoring the fallen troops. Fritz explains that the Gettysburg Address was prepared in advance, needing only a last-minute edit. Period photos are interspersed in the text. Fritz, Jean. *Will You Sign Here, John Hancock?* Coward, 1976. This book provides an affectionate look at a flamboyant, egocentric, but kindly American patriot. It presents a most enjoyable view of history.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		History-Social Science Analysis Skill Standards Historical Interpretation 1. Summarize...key events...and explain the historical contexts of those events. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standarus** Connections, Relationships, Applications **5.1** Use problem-solving and cooperative skills to dramatize a story or a current event from another content area. . . . **Visual Arts Standards** Historical and Cultural Context **3.1** Compare and describe works of art that have a similar theme and were created at different time periods. Connections, Relationships, Applications **5.2** Write a poem or story inspired by their own works of art.

Sample Classroom Applications	Sample Resources
	Giblin, James Cross. *Thomas Jefferson: A Picture Book Biography.* Scholastic, 1994. This picture book biography introduces young readers to Thomas Jefferson, writer, statesman, inventor, educator, architect, author of the Declaration of Independence, and the third president of the United States. Johnston, Johanna. *They Led the Way: 14 American Women.* Scholastic, 1992. This book includes brief biographies of Anne Hutchinson, Anne Bradstreet, Lady Deborah Moody, Phyllis Wheatley, Abigail Adams, Elizabeth Blackwell, Harriet Beecher Stowe, Clara Barton, Nellie Bly, and others. Lawrence, Jacob. *Harriet and the Promised Land.* Aladdin Books, 1997. This is a brief biography in verse about Harriet Tubman and her dedicated efforts to lead enslaved people to freedom. It features Lawrence's series of Tubman paintings. Panzer, Nora (editor). *Celebrate America: In Poetry and Art.* Hyperion Press, 1994. A collection of poems, paintings, sculpture, photographs, and other art illustrating the diverse citizenry and moments of patriotism in America. Pinkney, Andrea Davis. *Dear Benjamin Banneker.* Harcourt Brace, 1994. Benjamin Banneker was born free during a time when most African Americans were still enslaved in America. Banneker, an accomplished astronomer and author, took a stand against slavery by writing to Secretary of State Thomas Jefferson. Their correspondence is included in this story. **Internet** Paul Revere House. *Paul Revere Biography.* http://www.paulreverehouse.org/paul.html This website tells about Paul Revere's life, his silversmith business, and the important years at the beginning of America as a nation. The White House. *George Washington.* http://www.whitehouse.gov/WH/glimpse/presidents/html/gw1.html Students can read a short, two-page biography of George Washington and look up information about other presidents.

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Grade 4

california: a changing state

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Civic education content and skills in the California History-Social Science Standards include

- Political life in California from the Spanish and Mexican periods through statehood (Standards 4.3.3, 4.3.4, and 4.3.5)
- Major issues in a growing state (Standards 4.4.3, 4.4.4, 4.4.5, 4.4.7, and 4.4.8)
- Structures, functions, and powers of the local, state, and federal government (Standards 4.5.1, 4.5.2, 4.5.3, 4.5.4, and 4.5.5)

Overview drawn from the California History-Social Science Framework

The study of California at grade four begins with the pre-Columbian era and progresses through time to the present. Students learn of the early Spanish and Mexican periods, the Bear Flag Republic, and the development of California as a state in the Union. The course of study introduces students to the structures, functions, and powers of local and state government. By the conclusion of the study of California history, students should be able to understand the purposes of the California Constitution, identify its key principles, and compare them to the U.S. Constitution. They should recognize how the state and federal constitutions limit powers by means of the separation of powers and a system of checks and balances. Students should recognize the roles and responsibilities of elected officials, the rights and responsibilities of citizens, and means by which citizens can hold public officials accountable.

POLITICAL LIFE IN CALIFORNIA FROM THE SPANISH AND MEXICAN PERIODS THROUGH STATEHOOD

Mexico and the United States went to war in 1846 over a number of issues including the annexation of Texas and the United States' desire to purchase California. The cession of California to the United States following the Mexican American War marked the beginning of a new political era in California history. Students should understand the difference in the governance of California after the cession of the territory to the United States and explain how the new government differed from that of the Spanish and Mexican periods. They should analyze the problems in governance resulting from the rapid increase in population during the California Gold Rush. Students should learn about the roles of women and men who helped to build early California.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4.3 **Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican American War, the Gold Rush, and the granting of statehood.** 3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). 4. Study the lives of women who helped build early California (e.g., Biddy Mason). 5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	I.A.1 Provide a basic description of government. I.B.1 Explain the difference between authority and power without authority, and that authority comes from custom, law, and the consent of the governed. II.D.1 Describe diversity in the United States and identify its benefits. II.F.1 Identify ways people can work together to promote the values and principles of American democracy. IV.B.1 Explain the major ways nations interact with one another.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.2 Use appropriate strategies when reading for different purposes.... 2.5 Compare and contrast information on the same topic after reading several passages or articles. 2.6 Distinguish between cause and effect and between fact and opinion in expository text. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Differentiate between primary and secondary sources. 3. Distinguish fact from fiction.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications 2.3 Write information reports. 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events....

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Sample Classroom Applications	Sample Resources
Students listen to stories from *Adventures in Law and History, Vol. I.* Then they identify and classify examples of personal property, public real estate, and private real estate during the pueblo period in California history. Describe the role that laws played in solving problems and resolving conflicts over property.	**Print**[1] *Adventures in Law and History, Vol. I: Native Americans, the Spanish Frontier, and the Gold Rush.* Constitutional Rights Foundation, 1997. Six lessons about property support the lesson ideas. Also included are six lessons about rules and laws based on the Chumash culture.
Explain the concepts of *power* and *authority* and the difference between the two. Working in small groups, students identify examples of power and authority—at home, in school, in the community, in the state, or in the nation. How were power and authority important in the events and issues that led to statehood?	Blake, Arthur, and Pamela Daily. *The Gold Rush of 1849—Staking a Claim in California.* Millbrook, 1995. This book recounts some of the conflicts that occurred in the gold fields.
Students create time lines of issues and events that led to statehood for California.	*California Gold Rush.* Cobblestone Publishing, Dec. 1997. Articles, illustrations, and activities relate to the California Gold Rush (COB9712).
Create a T-Chart illustrating the necessity of government in California in 1849–1850 (e.g., "Life with Government" and "Life without Government"). Students use information on the chart for a multiple-paragraph essay.	Comstock, Esther J. *Vallejo and the Four Flags.* Comstock Bonanza Press, 1979. This book explores daily life on a hacienda and in the early settlements in California under the Spanish, Mexican, and U.S. flags.
Read stories about a California mining camp to identify the causes and effects of conflicts and discuss the need for authority. Students generate ideas to solve these problems and express their ideas in letters to the editor of a 1850s newspaper or a Reader's Theater presentation. Use *Adventures in Law and History, Vol. I,* as a resource.	Engstrand, Iris H.W. (editor). *Culture Y Cultura: Consequences of the U.S. Mexican War, 1846–1848.* Autry Museum of Western Heritage, 2001. This bilingual book examines the impact of the war on contemporary life on both sides of what has become the border.
Working in groups, students analyze a variety of literature and videos (fiction and non-fiction) of and about the Gold Rush period for examples of power and authority.	Ferris, Jeri Chase. *With Open Hands—A Story about Biddy Mason.* Carolrhoda Books, 1999. The life of a slave freed in California in 1856 who, among other accomplishments, became a civic-minded philanthropist.
Divide the class into small groups and have each group take the role of a different ethnic group that took part in the Gold Rush, or was influential in the growth of California during this period. Groups research the following questions: What were their contributions? Who were some people who "made a difference"? What were the roles of women and children? What impact did the Gold Rush have on that ethnic group? Students report findings to the class through a role-play activity.	*Foundations of Democracy: Authority and Responsibility.* Upper elementary level. Center for Civic Education, 1997. These books include definitions and activities to teach the concept of responsibility, both personal and civic, and the concepts of power and authority. Rawls, James J., and John Holder (illustrator). *Dame Shirley and the Gold Rush.* Raintree/Steck Vaughn, 1993. This book retells for children the true stories about life and issues in a gold-mining town. The articles were written by Dame Shirley and published in a San Francisco magazine in 1854 and 1855.
Students read and analyze biographies or stories about men and women in nineteenth-century California who assumed civic responsibility and contributed to the "health" of American democracy. Discuss how their actions supported American democracy.	Richter, Glenda. *Stories of Juana Briones, Alta California Pioneer.* Bookhandler Press, 2002. This book explores the life of a remarkable woman who exemplified civic virtue and responsibility. She helped to heal others, helped sailors improve their lives, and fought through court cases to keep her land.

1 Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking **1.2** Summarize major ideas and supporting evidence presented in…formal presentations. **1.5** Present effective introductions and conclusions…of important ideas and evidence. Speaking Applications **2.2** Make informational presentations. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Creative Expression **2.1** Demonstrate the emotional traits of a character through gesture and action. **2.2** Retell or improvise stories…in a variety of tones…. **Visual Arts Standards** Connections, Relationships, Applications **5.3** Construct diagrams, maps, graphs, time lines, and illustrations to communicate ideas or tell a story about a historical event.

Sample Classroom Applications	Sample Resources
Students trace the history of their community and the people who contributed to its development. Students create displays or posters celebrating local history for your school, community center, or local library. (Service-Learning Activity)	*Statehood: California Chronicles*. Cobblestone Publishing, May 2000. This book includes articles about achievement of statehood and the Compromise of 1850, laws and issues of the Mexican government, Vallejo (a Californian for statehood), and the State Seal. **Internet** Angel Island Association. *Angel Island*. http://angelisland.org/ Angel Island Immigration Station Foundation. *Angel Island*. http://www.aiisf.org/ Both websites provide a variety of information on Asian immigrants who came to America through Angel Island. California Department of Education. *Exploration and Colonial History*. History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1283 A complete lesson is provided online. See Appendix III-3 and Appendix III-4 for biographical sketches of John C. Frémont and Bernarda Ruiz. Ferraro, Vincent. Mount Holyoke College. *Chinese Exclusion*. http://www.mtholyoke.edu/acad/intrel/chinex.htm This website contains the text of the Chinese Exclusion Act of 1882. This is recommended as a teacher reference. Oakland Museum of California. *Myth and Reality: The California Gold Rush and Its Legacy*. http://www.museumca.org/goldrush/curriculum/curr-over.html Lessons developed for the Oakland Museum's highly acclaimed Gold Rush exhibition are available online. Lessons appropriate for fourth grade on aspects of the Gold Rush are included. **Media** *Fountains of Columbia*. Cambria Publishing. This age-appropriate video is part of the California Legacy 2000 video series, supported by California State Parks. Set in the gold-mining town of Columbia, the video explores how problems with water, an important resource to miners, are resolved by society and the law.

MAJOR ISSUES IN A GROWING STATE

California's rapid population growth in the years since statehood created a number of issues. Immigrants from Asia, Latin America, and Europe were not always well received and conflicts about race and ethnicity created serious problems in California's history. Although California had entered the Union as a free state, restrictions were placed on African Americans and segregation ordinances limited social, economic, and political participation. The state restricted the rights of Native Americans and Asian immigrants, denying the basic rights of citizens. The completion of the Transcontinental Railroad had a great impact on the economic prosperity of the state. The development of California's agriculture industry added to the state's prosperity. The years of the Great Depression brought displaced farmers from the Midwest to California seeking work as migrant laborers. Since the beginning of World War II, California has become an industrial giant with one of the largest economies in the world. Students should understand that the growth and development of California as an agricultural and industrial state and the resulting population growth has strained the state's resources. Students should explore the relationship between California's economic and population growth in the twentieth century and the impact that growth has placed on local and state governments.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4.4 **Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.** 3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and the conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act). 4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	II.D.1 Describe diversity in the United States and identify its benefits (e.g., explain the meaning of the word diversity; identify common forms of diversity in the U.S.; how diversity helps people appreciate cultural traditions and practices other than their own; and describe some of the costs of diversity). II.E.1 Identify and evaluate ways conflicts about diversity can be prevented and/or managed (e.g., identify examples of conflicts caused by diversity; evaluate ways conflicts about diversity can be prevented or managed fairly). II.F.1 Identify ways people can work together to promote the values and principles of American democracy.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.2 Use appropriate strategies when reading for different purposes.... 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Differentiate between primary and secondary sources. 2. Pose relevant questions about events.... 3. Distinguish fact from fiction....

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Sample Classroom Applications

Working in groups, students research one of California's water projects: Imperial Valley Project, Los Angeles Aqueduct, Hetch Hetchy Aqueduct, Central Valley Project and Shasta Dam, or the California Aqueduct. Students answer questions such as: What was the cause, or need, for the project? What were the effects, the issues? Who was involved in the resolution of issues or disputes? How were the issues resolved and what were the results? What was the role of state government in the resolution? What did the project achieve for the people and for the state? Students prepare a report for the class that includes facts and details.

Invite a speaker to class who is informed about local water issues. What needs are involved? What solutions are proposed to meet these needs? How is local, county, or state government involved? As a service-learning project, develop a water conservation program for your school or community. (Service-Learning Activity)

Each student writes a reflective, multiple paragraph essay: "Getting Along in a Democracy." Items to address include: contributions of immigrants to California, ways that people from different places can get along together, and ways that "I" can make the world a better place for all to live.

Define *leadership* and *public service*. As a class, discuss the question: Are leadership and public service necessary in a democracy? Explain why or why not.

Students create time lines about the origin and development of public education in California. Students should include contributions of citizens and the growth of K–12 and higher education. Information about private education can be included on the time line.

Each student writes a paragraph that explains the following quotation: "Education is essential for informed and effective citizenship."

Students analyze the causes and effects on California of the Great Depression and the Dust Bowl. Students research the government responses to the conditions of the time (e.g., Civilian Conservation Corps, the Works Projects Administration), and explain how the projects made a difference in the lives of people. Students work together to create a local history display for the school. (Service-Learning Activity)

Sample Resources

Print

Allen, Marion V. *Rio Colorado & Parker Dam*. River City Printing and Publishing, 1987. This book tells about efforts to control the Sacramento River and the Colorado River.

Atkin, S. Beth. *Voices From the Fields: Children of Migrant Farm Workers Tell Their Stories*. Little, Brown & Co., 2000. Photographs, poems, and interviews offer readers a glimpse of what life is like for today's migrant children.

Daley, William. *The Chinese Americans*. Chelsea House Publishers, 1987. This book tells of the contributions Chinese immigrants have made to the United States.

The Great Depression. Cobblestone Publishing, March 1984. The articles in this collection "bring to life" the challenges faced by adults and children during the Great Depression.

Hesse, Karen. *Out of the Dust*. Scholastic Signature, 1999. Images of the period come to life through beautifully written free verse.

Porter, Tracey. *Treasures in the Dust*. HarperCollins, 1997. This novel chronicles the plights of two families from Oklahoma seeking work in California during the days of the Dust Bowl. The story is told from the perspective of two eleven-year-old friends, Annie and Violet.

Rocca, Al M. *America's Shasta Dam: A History of Construction, 1936–1945*. Redding Museum of Art and History, 1995. This work explores the issues, events, and key people involved in this major government project and includes interviews with dam workers.

Stanley, Jerry. *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*. Crown Publishers, 1992. This true story tells how migrant children overcame odds to build their own school and changed prejudice and despair to hope.

Turner, Anne. *Dust for Dinner*. HarperCollins, 1995. An easy-to-read book that chronicles the difficulties faced by one Dust Bowl farm family as they abandon their home and hope for work in California.

Water: California Chronicles. Cobblestone Publishing, Sept. 1998. Several articles describe California's water system, particularly the Los Angeles Aqueduct and the Central Valley Project. Water needs, water issues, and the results of efforts to address them are all covered.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
7. Trace the evolution of the California water system into a network of dams, aqueducts, and reservoirs. 8. Describe the history and development of California's public education system, including universities and community colleges.		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.1** Write narratives. **2.3** Write information reports. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking **1.** Place key events and people...in a chronological sequence and within a spatial context; ...interpret time lines. Historical Interpretation **3.** Identify and interpret the multiple causes and effects of historical events. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.2** Summarize major ideas and supporting evidence presented in…formal presentations. **1.7** Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. **1.8** Use details, examples, anecdotes, or experiences to explain or clarify information. Speaking Applications **2.2** Make informational presentations. **2.4** Recite brief poems…. **History-Social Science Analysis Skill Standards** Historical Interpretation **1.** Summarize...key events...and explain the historical contexts of those events. **4.** Conduct cost-benefit analyses of historical and current events. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Historical and Cultural Content **3.1** Describe how art plays a role in reflecting life….

Sample Classroom Applications	Sample Resources
	Internet California Department of Education. *César E. Chávez Model Curriculum Project.* http://www.cde.ca.gov/cesarchavez/ The model curriculum developed for this K–12 statewide project is online at http://chavez.scientech.com/ California Wildlife Refuge. *The Largest Reclamation in History: The Central Valley Project.* http://www.gorp.com/gorp/resource/us_nwr/ca_cvp.htm This site provides a valuable teacher reference on the Central Valley reclamation project. PBS. *The American Experience: Surviving the Dust Bowl.* http://www.pbs.org/wgbh/amex/dustbowl/ This site includes information about the PBS documentary film *Surviving the Dust Bowl*, along with a teacher's guide, time line, maps, and people and events of the era. TED Case Studies. *The Los Angeles Aqueduct and the Owens and Mono Lakes.* http://gurukul.ucc.american.edu/ted/mono.htm This site provides teacher information on water resources and the Los Angeles Aqueduct. Water Resources Center Archives. *Liquid Gold, California's Water.* http://www.lib.berkeley.edu/WRCA/exhibit.html This site is an online exhibit presented by the California Water Resources Center Archives. U.S. Department of Agriculture, Wind Erosion Research Unit (WERU). *The Dust Bowl.* http://www.usd.edu/anth/epa/dust.html This site offers an informative article with photographs of the Dust Bowl of the 1930s and connects to a slide show on contemporary wind erosion issues.

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STRUCTURES, FUNCTIONS, AND POWERS OF THE LOCAL, STATE, AND FEDERAL GOVERNMENT

State governments have purposes and functions similar to those of the national government. State governments are established by state constitutions. California's first constitution was adopted in 1849. The constitution, patterned on the U.S. Constitution, establishes three distinct branches of government—the legislative, executive, and judicial. The government of California creates and carries out laws providing for such things as public education, public health, parks, roads, and highways. Students should be able to explain the structure and functions of local and state governments. Students should also be able to describe the key similarities and differences between the California and U.S. Constitutions. They should be able to describe ways in which citizens can participate in their local and state governments and explain the importance of civic participation.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4.5 **Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.** 1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. 3. Describe the similarities and differences among federal, state, and local governments. 4. Explain the structures and functions of state governments, including the roles and responsibilities of elected officials. 5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	**I.A.1** Provide a basic description of government. **III.A.1** Describe what the United States Constitution is and why it is important. **III.B.1** Give examples of ways the national government protects individual rights and promotes the common good. **III.C.1** Explain the most important responsibilities of their state government. **III.D.1** Explain the most important responsibilities of their local government. **III.E.1** Identify the members of their legislative branches and the heads of the executive branches of their local, state, and national governments.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect...) to strengthen comprehension. 2.2 Use appropriate strategies when reading for different purposes.... 2.3 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Differentiate between primary and secondary sources. 3. Distinguish fact from fiction.... Historical Interpretation 1. Summarize... key events... and explain the historical contexts of those events.

Sample Classroom Applications	Sample Resources
Students work in five groups; each investigates one of the major things that government does (e.g., make laws, carry out laws, enforce laws, manage conflicts, and provide for the defense of the nation). As a class discuss how government makes it possible for people to work together to accomplish goals they could not achieve alone. Each student writes an interpretive narrative essay: "Laws can protect rights, provide benefits, and assign responsibilities" or "Laws can be used to provide order, predictability, and security." Read aloud the Preamble of the U.S. Constitution. Ask: According to the Preamble what are the purposes of government? Divide the class into three groups and have each group review one of the first three articles of the Constitution (Article I, the legislative branch; Article II, the executive branch; and Article III, the judicial branch). Discuss why the Framers of the Constitution wanted to have separate branches of government. Would it have been better to give one branch of government the power to control the other two? Explain. Assign different students to review each of the first ten amendments to the Constitution. Have students construct posters illustrating how each amendment limits the power of government. Create a classroom constitution. Analyze the provisions of the class constitution and explain why they were included. Ask: How effective do you think this class constitution will be? Student groups analyze a portion of the Articles of California's first Constitution: (1) Article I, Sections 1–10; (2) Article I, Sections 11–21; (3) Article II and the Preamble; (4) Articles III–VI; (5) Articles VII–XII. On the left side of a large sheet of paper, each group lists the key ideas/provisions. Students scan the U.S. Constitution and list similar ideas or provisions on the right side of the paper, opposite those of the state constitution. Groups report to the class explaining the provisions unique to each level of government. Why are there similarities? Why are there differences?	**Print** Barnes, Peter W., and Cheryl Shaw. *Woodrow, the White House Mouse.* VSP, 1998. This book contains a humorous account of the daily activities of the president and duties of the executive branch. The same authors have books on the other branches of government, *House Mouse and Senate Mouse* and *Marshall, the Courthouse Mouse: A Tail of the Supreme Court.* *Foundations of Democracy: Authority.* Upper elementary level. Center for Civic Education, 1997. This book defines and explains through examples the concept of authority. Jacobstein, Bennett. *A Constitution for California.* Toucan Valley Publications, 1999. This book answers questions such as What is a constitution? Why was a constitution needed? What happened at the 1849 Constitutional Convention? It also includes the articles of California's first constitution, the Constitutional Convention of 1878–79, and the articles of the current constitution. Johnson, Linda Carlson. *Our Constitution.* Millbrook Press, 1994. This book describes the creation of, and surveys the ideas in, the U.S. Constitution. Kent, Zachary. *Ronald Reagan: Fortieth President of the United States.* Children's Press, 1989. This biography tells the life story of Ronald Reagan, a Californian. Levy, Elizabeth. *If You Were There When They Signed the Constitution.* Scholastic, 1992. This introduction to the U.S. Constitution includes how it can be changed. McElroy, Lisa Tucker, and Courtney O'Connor. *Meet My Grandmother: She's a Supreme Court Justice.* Millbrook, 1999. This photo-essay explores the life of Justice Sandra Day O'Connor. *Our Bill of Rights.* Cobblestone Publishing, Sept. 1991. This book includes several articles about the purposes of the Bill of Rights, the issues involved in their development, and the results of their adoption. Pellegrino, Marjorie White. *My Grandma's the Mayor.* American Psychological, 2000. A town emergency brings appreciation of the role of mayor. Quiri, Patricia Ryon. *The Constitution.* Children's Press, 1999. This book discusses the need for a stronger government after the American Revolution, the Constitutional Convention that followed, and the three branches of government that resulted from work of the Convention.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.2** Create multiple-paragraph compositions. **1.3** Use traditional structures for conveying information (e.g., chronological order, similarity and difference, ...). **1.6** Locate information in reference texts.... **1.7** Use various reference materials.... Writing Applications **2.1** Write narratives. **2.3** Write information reports. **2.4** Write summaries that contain the main ideas...and the most significant details. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking 1. Place key events and people...in a chronological sequence and within a spatial context; ...interpret time lines. 3. Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.2** Summarize major ideas and supporting evidence presented in...formal presentations. Speaking Applications **2.2** Make informational presentations. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Historical and Cultural Context **3.1** Describe how art plays a role in reflecting life.... **3.2** Identify and discuss the content of works of art in the past and present....

95

Sample Classroom Applications

The same five groups then analyze sections of California's current constitution and prepare a similar side-by-side comparison—California constitution of 1849 and current constitution. Discuss the following: What stayed the same? What changed? Why is it important to be able to make changes to a constitution? Each group selects one of the changes or additions, researches the need for change, and the impact on California's citizens because of the change. Examples are researched and included in the group presentation.

Describe how state and local government officials are chosen (e.g., by election or appointment). Invite a local official to class and ask appropriate questions about his or her job and the local issues he or she faces.

Create a chart listing the responsibilities of major elected officials in city, county, state, and national governments. Discuss measures citizens can take to hold these elected officials accountable to the public. Have students do a quick-write, "Government is the servant and not the master of the people."

Explain which level of government to contact for help or to express an opinion or concern about (1) crime; (2) the environment; (3) recreational opportunities in schools and parks; (4) street lights; (5) trash in the streets or on vacant lots; (6) stray or wild animals; (7) abandoned cars; and (8) missing persons. As a service-learning project, create a "hot line" brochure for students, parents, and community members. (Service-Learning Activity)

Identify ways that people can monitor and influence the decisions and actions of their government. Why is it important for citizens to monitor their local, state, and national governments?

Have students select a problem facing their community. Arrange for a meeting with local policymakers and explore one possible solution to the identified problem. (Service-Learning Activity)

Students write letters to a city official or to a local newspaper expressing the need to take action on an issue facing the community. Students keep a journal of the response they receive from the letters and action taken in response to them. Students write a short essay explaining how citizens can help make a difference by becoming involved in community affairs. (Service-Learning Activity)

Students analyze a piece of art, such as the Great Seal of the State of California. Students explain what each symbol stands for.

Sample Resources

Quiri, Patricia Ryon. *The Presidency*. Children's Press, 1999. This book explains the role and responsibilities of the president. Other books by the same author include: *The Congress*, and *The Supreme Court*.

The United States Senate. Cobblestone Publishing, November 1984. Articles of particular use are "A System of Equal Representation," "How I Got Interested in Politics," "Making a Law," and "How to Write to Your United States Senator."

We the People. The Citizen and the Constitution. Level 1. Center for Civic Education, 2003. Five units focus on the Founders' basic ideas of government, the Constitution, and the rights and responsibilities of citizens. The curriculum is appropriate for fourth-grade students.

Internet

Learn California.org. *Levels of Government in California*.
http://www.LearnCalifornia.org/doc.asp?id=805
This website contains a standards-based fourth-grade lesson plan on California government. The website also includes information for identifying local elected officials using research materials.

Senator Barbara Boxer. *Kid's Corner*.
http://boxer.senate.gov/kids/index.html
This website explores the role of a senator, the differences between a U.S. and a state senator, the differences between a representative and a senator, and how a bill becomes law.

Virtual Tour of the U.S. Government.
http://www.virtualfreesites.com/us-gov.html
This website connects to numerous websites that provide for virtual tours and information on the branches of government, political parties, press releases, and the "White House for Kids" at
http://www.whitehouse.gov/kids/index.html

86

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5

Grade 5

united states history and geography: making a new nation

Civic education content and skills in the California History-Social Science Standards include

- Colonial self-government (Standards 5.4.5 and 5.4.7)
- Free exercise of religion (Standards 5.4.2 and 5.4.3)
- The Declaration of Independence (Standards 5.5.1, 5.5.3, and 5.7.6)
- Development of state constitutions (Standard 5.6.5)
- The Constitution of the United States (Standards 5.7.1, 5.7.2, 5.7.3, 5.7.4, and 5.7.5)

Overview drawn from the California History-Social Science Framework

The course of study for grade five presents the story of the development of the nation from pre-Columbian settlements to 1850 with emphasis on the colonial era, the American Revolution, and the United States Constitution. Civic education is at the very core of instruction pertaining to the development of colonial self-government and the English traditions that helped to nurture the idea that government is based on the "consent of the governed." This course of study focuses on the creation of a new nation founded on the Judeo-Christian heritage, the political ideals of the Enlightenment including free exercise of religion, and English traditions of self-government. The American nation was inspired by the innovative dream of building a new society based on the ideals of the Declaration of Independence.

Students analyze how the colonial experiences in self-government paved the way for the American Revolution and assess how the Declaration of Independence and state constitutions drafted in this crucial period reflected the natural rights philosophy and put into practice principles of the Enlightenment. A study of the development of the Constitution and an analysis of its significance as the foundation of the American republic is an essential part of the study of American history at the fifth-grade level. Students examine the fundamental principles of American constitutional democracy and explain how the government derives its power from the people.

COLONIAL SELF-GOVERNMENT

English colonists brought to America a belief in self-government. In 1619, a representative assembly was established in Virginia and in 1620, the Pilgrims, before landing at Plymouth, Massachusetts, agreed to govern themselves in the country's oldest and most famous charter, the Mayflower Compact. Students should be able to explain the importance of the establishment of representative institutions and describe how colonial charters reflected the principle of government by consent of the governed. They should be able to give examples of colonial self-government, such as the Virginia House of Burgesses and New England town meetings. Students should also be able to explain the meaning of "sovereignty of the people." In addition they should recognize that the English colonists insisted on maintaining their "rights as Englishmen" won over years of struggle between the king and Parliament in England.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. 5. Understand how the British colonial period created the basis for the development of self-government, a free-market economic system, and the differences between the British, Spanish, and French colonial systems. 7. Explain the early democratic ideals and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	I.A.2 Evaluate, take, and defend positions on why government is necessary and the purposes government should serve. I.B.1 Describe the essential characteristics of limited and unlimited governments. I.B.2 Explain the importance of the rule of law for the protection of individual rights and the common good (e.g., explain the difference between the rule of law and the "rule of men"; explain how the rule of law can be used to restrict the actions of private citizens and government officials in order to protect the rights of individuals and to promote the common good; and explain the consequences of the absence of a rule of law).	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.1 Understand how text features...make information accessible and usable. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Literary Response and Analysis 3.5 Describe the function and effect of common literary devices.... **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... Historical Interpretation 1. Summarize...key events...and explain the historical contexts of those events. 3. Identify and interpret the multiple causes and effects of historical events. 4. Conduct cost-benefit analyses of historical and current events.

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Sample Classroom Applications

Read the Mayflower Compact (1620) and explain how it established the principle of "consent of the governed" for the Pilgrim colony.

Create scenarios illustrating the importance of the "rule of law" and the consequences of its absence.

Stage a mock town-hall meeting on an issue of importance in eighteenth century New England (e.g., freedom of conscience, public education). Explain how town-hall meetings reflected the principle of government by "consent of the governed."

In a time line, students trace the development of representative government in the Virginia colony.

Students explain the meaning of "popular sovereignty."

Each student writes a short essay on the importance of self-government.

Students describe the essential characteristics of limited and unlimited governments and explain how the English colonists sought to limit what they considered to be unreasonable parliamentary power.

List the basic "rights of Englishmen" claimed by American colonists. Have students work in groups to create a Reader's Theater or a brief dramatization explaining ways in which the colonists sought to preserve these rights.

Define the common welfare. Give examples of how colonial representative governments promoted the common welfare. Students write short research reports about historical or current examples of citizen movements seeking to promote the common good.

Students draw political cartoons or develop a "broadside" that reflects the belief that political authority rests with the people.

Sample Resources

Print [1]

Adventures in Law and History II: Coming to America, Colonial America, and the Revolutionary War. Constitutional Rights Foundation, 1997. Interactive lessons focus on law-related concepts and include role-plays, simulations, and reader's theaters that foster critical thinking and cooperative learning skills. Students trace the development of due process, concepts of authority, and the rights and responsibilities of citizenship.

Sewall, Marcia. *The Pilgrims of Plymouth.* Atheneum, 1986. This book provides a realistic account of life in the Plymouth colony.

We the People: The Citizen and the Constitution. Level 1. Center for Civic Education, 2003. Lessons focus on the development of American democracy and the rights and responsibilities of citizens. Unit One explores the Founders' concepts of government and ideals as expressed in the Declaration of Independence.

Internet

Colonial Williamsburg. *Politics in Colonial Virginia.*
http://www.history.org/Almanack/life/politics/polhdr.cfm
This website provides a time line and historical background essay. Williamsburg scholars introduce primary sources and explain each document's importance.

Not Just for Kids. *The Mayflower Compact.*
http://www.night.net/thanksgiving/Mayflower.html
This website features the text of the Mayflower Compact in seventeenth-century and contemporary English along with the names of each of the men who signed the compact.

1 Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.1 Create multiple-paragraph narrative compositions. 1.2 Create multiple-paragraph expository compositions. Writing Applications 2.1 Write narratives. Establish a plot, point of view, setting, and conflict. 2.4 Write persuasive letters or compositions. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking 1. Place key events and people of [a]...historical era...in chronological sequence and...interpret time lines. 3. Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Connections and Applications 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas.... **Visual Arts Standards** Visual Literacy 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Sample Classroom Applications	Sample Resources

FREE EXERCISE OF RELIGION

Free exercise of religion is a distinctive characteristic of American society that had its origins in colonial America. Dissenters persecuted in England because of their religious convictions settled in the American colonies seeking the right to freely practice their beliefs. Puritans and Separatists established themselves in New England, Catholics in Maryland, and Quakers in Pennsylvania. Roger Williams, true to his convictions that religion was a matter of conscience, established the colony of Rhode Island welcoming religious dissenters and separating church and state. Jews facing persecution in Europe and Latin America established the first synagogue in the British colony of Rhode Island. The principle of free exercise of religious beliefs became the hallmark of the English colonies in North America. Students should be able to explain how America became a haven for religious communities facing persecution and how colonists such as Roger Williams, Anne Hutchinson, William Penn, and Lord Baltimore laid the basis for religious toleration in colonial America.They should also be able to explain the significance of the struggle for religious toleration in colonial America and illustrate how it influenced the First Amendment guarantee of religious freedom.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
5.4 **Students understand the political, religious, social, and economic institutions that evolved in the colonial era.** 2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).	II.B.1 Identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society. II.B.3 Evaluate, take, and defend positions on the value and challenges of diversity in American life. V.B.1 Evaluate, take, and defend positions on issues involving personal rights (e.g., freedom of conscience and religion).	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Word Fluency Analysis 1.1 Read aloud narrative and expository text.... Reading Comprehension 2.1 Understand how text features...make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order. 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking 1. Place key events and people of [a]...historical era...in chronological sequence. Historical Interpretation 1. Summarize...key events...and explain the historical contexts of those events. 3. Identify and interpret the multiple causes and effects of historical events.

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SAMPLE CLASSROOM APPLICATIONS

Create a matrix showing the reasons why English colonists settled in North America. Assess the importance of religious liberty as a primary motive for colonization.

Explain how America became a haven for religious communities facing persecution in Europe (e.g., Puritans, Catholics, Quakers, Jews).

Students create stories or plays based on Avi's *Finding Providence, The Story of Roger Williams* as viewed through the eyes of his daughter, Mary. Explain the principles upon which the Rhode Island colony was established.

Students research the life of Anne Hutchinson and her efforts to promote religious freedom and the rights of women.

Students prepare oral reports about different religious groups that settled in colonial America and explain how they contributed to the development of early American society.

Use *Three Religions of Virginia* (Curry University of Virginia website) to explore different attitudes regarding religion in colonial Virginia and the importance of respecting different beliefs.

SAMPLE RESOURCES

Print

Avi. *Finding Providence: The Story of Roger Williams*. HarperTrophy, 1997. This book is an "I Can Read" biography of Roger Williams and the founding of Providence, Rhode Island, as told by his daughter, Mary.

Benge, Janet. *William Penn: Gentle Founder of a New Colony*. Emerald Books, 2001. This biography describes William Penn, the Quaker advocate for justice and religious tolerance.

Farish, Leah. *The First Amendment: Freedom of Speech, Religion, and the Press*. Enslow, 1998. This book discusses the history of the First Amendment guarantees.

Fisher, Leonard E. *To Bigotry No Sanction: The Story of the Oldest Synagogue in America*. Holiday House, 1998. This book explores the history of the Touro Synagogue in Newport, Rhode Island.

Fradin, Dennis B. *Anne Hutchinson: Fighter for Religious Freedom*. Enslow, 1990. This book tells the story of a Puritan woman who was banished from her colony for being outspoken against local religious leaders.

Lough, Loree. *Lord Baltimore: English Politician and Colonist*. Chelsea House, 1999. This biography describes the Catholic baron who founded the Maryland colony.

Lutz, Norma Jean. *Maggie's Choice: Jonathan Edwards and the Great Awakening*. Chelsea House, 1998. The death of a young slave girl in Boston and a religious revival led by Jonathan Edwards during the First Great Awakening prompts Maggie to make an important decision.

We the People: The Citizen and the Constitution. Level 1. Center for Civic Education, 2003. Lesson 17 explores the meaning of freedom and why the Founders placed freedom of religion with freedom of expression in the First Amendment.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.1** Ask questions that seek information not already discussed. **1.5** Clarify and support spoken ideas with evidence and examples. Speaking Applications **2.2** Deliver informative presentations about an important idea, issue, or event. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Pose relevant questions about events.... VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Connections, Relationships, Applications **5.1** Use theatrical skills to dramatize events and concepts from other curriculum areas....

Sample Classroom Applications	Sample Resources

Internet

Colonial Williamsburg. *Politics in Colonial Virginia.*
http://www.history.org/Almanack/life/politics/polhdr.cfm
This website provides a time line and historical background essay. Williamsburg scholars introduce primary sources and explain each document's importance.

Curry University of Virginia. *Three Religions of Virginia.*
http://curry.edschool.virginia.edu/curry/dept/cise/soc/resources/jvc/unit/webquests/religion/
This website has students assume roles of English colonists, Africans, or Native Americans of Jamestown. Each group creates a document of religious liberties to which they believe they are entitled to practice while residing in Jamestown.

THE DECLARATION OF INDEPENDENCE

The colonial experiences in self-government paved the way for the American Revolution. For many years, the British government let colonists govern themselves with little interference. In the mid-1700s, the British began to pass new laws that taxed the colonists and controlled their trade. When colonists protested, the British further restricted their basic rights as Englishmen. The colonists protested restrictions of their liberties and ultimately took up arms to restore their cherished rights. The Declaration of Independence, given its widespread and continuing influence, is one of the most important documents in history. It describes the major ideas of the Founders about government and lists some of the Founders' complaints against the king. Students should be able to explain the "Rights of Englishmen," tell why the colonists valued them, and assess how the colonists attempted to redress grievances. They should explain the purposes of the Declaration of Independence and the major ideas expressed in the document (e.g., "unalienable rights," "life, liberty, and the pursuit of happiness," "consent of the governed," and the right of revolution). Students should be able to analyze the lyrics of patriotic songs that express American ideals and illustrate how the principles of our democracy are often expressed through music.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
5.5 **Students explain the causes of the American Revolution.** 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	II.A.1 Explain the essential ideas of American constitutional government as expressed in the Declaration of Independence, the Constitution, and other writings. II.C.1 Explain the importance of shared political values and principles to American society. II.D.1 Explain the meaning and importance of the fundamental values and principles of American constitutional democracy. Identify fundamental values and principles as expressed in basic documents (e.g., Declaration of Independence and U.S. Constitution).	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Discern main ideas and concepts in texts, identifying and assessing evidence that supports those ideas. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications 2.3 Write research reports about important ideas, issues, or events. 2.4 Write persuasive letters or compositions. **History-Social Science Analysis Skill Standards** Historical Interpretation 4. Conduct cost-benefit analyses of historical and current events.

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Sample Classroom Applications

Each student creates a chart of British laws that restricted American colonists on the eve of the Revolution. They evaluate these laws and explain why colonists objected to these restrictions and how they attempted to restore their "basic rights of Englishmen."

Students draw political cartoons illustrating reasons why American colonists declared their independence from Britain.

Read aloud sections of the Declaration of Independence and explain the meaning of "created equal," "unalienable rights," and "consent of the governed." Explain the shared values and principles that are included in the Declaration of Independence. In an essay, students explain one or two of the major ideas expressed in the Declaration of Independence.

Read the final phrase of the Declaration of Independence, "…we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor" and discuss what our contemporary society might agree upon to "pledge their sacred honor" to uphold. Each student writes a multiple-paragraph composition supporting this point of view.

Listen to a variety of patriotic songs identifying fundamental values (e.g., justice, equality, individual rights, the common good) in each and discuss the meaning and importance of each value in American public life.

Give examples of political and personal rights and explain the difference between them.

Create a class book from the lyrics to patriotic songs. Students illustrate each stanza with pictures expressing the meaning of the lyrics.

Sample Resources

Print

Adventures in Law and History II: Coming to America, Colonial America, and the Revolutionary War. Constitutional Rights Foundation, 1997. Interactive lessons on law-related concepts include role-plays, simulations, and reader's theaters that foster critical thinking and cooperative learning skills. Students trace the development of due process, concepts of authority, and the rights and responsibilities of citizenship.

Carter, Alden. *Darkest Hours.* Franklin Watts, 1988. A historical account traces the events that led to the proclamation of American independence.

Fink, Sam. *The Declaration of Independence.* Scholastic, 2002. This book takes the entire Declaration of Independence and illustrates it by phrase and concept

Foundations of Democracy: Authority. Center for Civic Education, 2000. Lesson 7 examines the characteristics of a rule or law and the intellectual tools for evaluating rules and laws. Critical thinking skills are an essential part of this lesson.

Freedman, Russell. *Give Me Liberty: The Story of the Declaration of Independence.* Holiday House, 2002. An illustrated history explores the movement for independence that culminated with the Declaration of Independence. The book is loaded with rich anecdotes and prints.

Lyons, John H. *Stories of Our American Patriotic Songs.* Vanguard Press, 1989. This book provides background information for many patriotic songs.

Silverman, Jerry. *Songs and Stories of the American Revolution.* Millbrook, 1994. This book includes music and lyrics for many Revolutionary War songs, along with musical and historical background information.

Stein, R. Conrad. *The Declaration of Independence* (Cornerstones of Freedom series). Scholastic, 1995. The central focus of the book is on the writing, revising, debating, and adoption of the Declaration. In addition, the book deals directly with the issues of equality and slavery.

Thomson, Ronald Bruce. *Independence.* National Park Service, 1994. This is one of a series of the Historical Division of the National Park Service. It is a historical look at independence, its beginnings, and its struggles. The book has great photographs

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
5.7 **Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.** 6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star-Spangled Banner").		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.1** Ask questions that seek information not already discussed. **1.5** Clarify and support spoken ideas with evidence and examples. Speaking Applications **2.1** Deliver narrative presentations. **2.2** Deliver informative presentations about an important idea, issue, or event. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Pose relevant questions about events.... Historical Interpretation **1.** Summarize...key events...and explain the historical contexts of those events. **3.** Identify and interpret the multiple causes and effects of historical events. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Music Standards** Creative Expression **2.1** Sing a varied repertoire of music.... **2.2** Use classroom instruments to play melodies.... **Theatre Standards** Connections, Relationships, Applications **5.1** Use theatrical skills to dramatize events and concepts from other curriculum areas.... VISUAL ARTS STANDARDS **Visual Literacy** **5.2** Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

SAMPLE CLASSROOM APPLICATIONS	SAMPLE RESOURCES
	We the People: The Citizen and the Constitution. Level 1. Center for Civic Education, 2003. This book includes fully developed civic lessons on the development of American democracy and the rights and responsibilities of citizens. Unit One explores the Founders' concepts of government and ideals as expressed in the Declaration of Independence. **Internet** California Department of Education. *Causes of the Revolution*. California History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1339 A complete lesson along with student readings explores the causes of the American Revolution. Classroom Classics. *Patriotic Music*. http://www.classroomclassics.com/patriotic.ivnu This website contains a variety of professionally orchestrated, thematically organized music for school performances. Their "performance packets" include vocal tracks (with children's voices), orchestral accompaniment, written narration, lyric sheets, and royalty permission. E Pluribus Unum Project. *America in the 1770s: The Rhetoric of Revolution*. http://www.assumption.edu/ahc/1770s/default.html This interactive site features an array of primary source material discussing the meaning of the American Revolution. It includes an article from an early nineteenth-century magazine expressing fear that the failure to address the issue of slavery in the Declaration would eventually lead to troubles. National Archives and Records Administration. *Images of the American Revolution*. http://www.archives.gov/digital_classroom/lessons/american_revolution_images/revolution_images.html Students examine eight pictures and other primary sources while studying the American Revolution. They research and write a monologue from the perspective of one of the individuals who played a significant role during the Revolutionary era. For fifth-grade English Learners, teachers need to provide the background information in a more accessible manner so that the pictures can be effectively used.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards

Sample Classroom Applications	Sample Resources
	National Park Service. *A Multitude of Amendments, Alterations and Additions: The Declaration of Independence.* http://www.cr.nps.gov/history/inde2.htm U.S. History.org. *The Account of the Declaration: Jefferson's Story of the Declaration.* http://www.ushistory.org/declaration/account/d-draft.htm Both websites have accounts of the Declaration of Independence, including background information, the rough draft, and revisions. PBS. *Road to Revolution: The Revolutionary Game.* http://www.pbs.org/ktca/liberty/game/index.html Students answer a series of questions relating to the American Revolution. A correct answer opens documents relating to that aspect of the Revolution. Students return to the question if they have entered an incorrect response. The sound effects used in the game make it more entertaining for students who gallop on horseback along the road to liberty. The U.S. Flag Site. *Patriotic Songs: Lyrics That Stir Our Hearts.* http://www.usa-flag-site.org/songs.shtml The website features lyrics and music for many patriotic American songs and the history of the American flag and flag etiquette.

DEVELOPMENT OF STATE CONSTITUTIONS

With the outbreak of the Revolution, all but one of the newly independent states drafted constitutions to establish republican governments based on the consent of the governed. All of the constitutions written during the Revolutionary era were designed to protect individual rights and promote the common good. Students should be able to explain why states wrote new constitutions, how these constitutions limited the powers of government, and that most of the newly written constitutions provided for separation of powers and established a system of checks and balances.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
5.6 **Students understand the course and consequences of the American Revolution.** 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	I.B.1 Describe the essential characteristics of limited and unlimited governments. I.C.2 Explain the various purposes constitutions serve. III.C.1 Explain why states have constitutions, their purposes, and the relationship of state constitutions to the federal constitution.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Discern main ideas and concepts in texts, identifying and assessing evidence that supports those ideas. **History-Social Science Analysis Skill Standards** Historical Interpretation 1. Summarize the key events...and explain the historical contexts of those events. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.0 Write clear, coherent and focused essays. 1.3 Use organizational features of printed text...to locate relevant information. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events....

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Sample Classroom Applications	Sample Resources
Use the simulation "The Tired King" in *Adventures in Law and History II* to examine the concept of separation of powers and explain how it limited the powers of government. In a graphic organizer, illustrate how state constitutions adopted during the Revolutionary period separated powers. Students examine selected state constitutions adopted during the Revolutionary era. Students prepare charts listing the basic rights guaranteed in these selected constitutions. Compare the preambles to the U.S. Constitution and the California constitution. According to the preambles, what are the purposes of government? Students evaluate, take, and defend a position on the current California state issue. Each student writes a letter to his or her state assembly person and/or senator explaining his or her position and recommending a course of action that could be taken to address this issue. Use *We the People: Project Citizen* or *Active Citizenship Today* as a model. (Service-Learning Activity)	**Print** *Active Citizenship Today: Field Guide.* Constitutional Rights Foundation, 1994. This student handbook of tips, methods, and profiles is designed to help students plan, implement, and evaluate their own service-learning projects. Rhodehamel, John. *Letters of Liberty: A Documentary History of the U.S. Constitution.* Constitutional Rights Foundation, 1997. An illustrated text explores the history and development of the U.S. Constitution through reproductions of original documents, portraits, maps, and personal letters. Lesson 2 includes a section on the development of state constitutions and how they reflected ideals expressed in the Declaration of Independence. The teacher's guide includes lesson plans, discussion questions, and interactive activities. "The Tired King." *Adventures in Law and History II.* Constitutional Rights Foundation, 1999. This simulation utilizes a fictional king to demonstrate the concept of separation of powers linked to the views of American colonists about British abuses on the eve of the American Revolution. *We the People: The Citizen and the Constitution.* Level 1. Center for Civic Education, 2003. Unit One explores the Founders' concepts of government and ideals as expressed in the Declaration of Independence. *We the People: Project Citizen.* Center for Civic Education, 1996. *Project Citizen* is a portfolio-based civic education project. Students work in groups to identify a community problem and develop a practical action plan to address the issue. This project-based curriculum is an ideal way to develop a meaningful service-learning activity. **Internet** Avalon Project, Yale University Law School. Virginia and Pennsylvania Constitutions of 1776. http://www.yale.edu/lawweb/avalon/states/va05.htm and http://www.yale.edu/lawweb/avalon/states/pa08.htm These are teacher resources. Short segments of the constitutions, particularly their respective Declaration of Rights, may be excerpted for students to examine. The first state constitutions ratified in Virginia and Pennsylvania are accessible through the Avalon Project. Both state constitutions are printed in their entirety. California State Archives. *California's First Constitution.* http://www.ss.ca.gov/archives/level3_const1849txt.html This website contains the text of California's Constitution of 1849.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.1 Ask questions that seek information not already discussed. 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 1.3 Make inferences or draw conclusions based on an oral report. 1.4 Select a focus, structure and point of view for oral presentation. 1.5 Clarify and support spoken ideas with evidence and examples. 1.6 Engage audience with appropriate verbal cues, facial expressions, and gestures. Speaking Applications 2.2 Deliver informative presentations about an important idea, issue, or event. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking 3. Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Sample Classroom Applications	Sample Resources
	Media *The Constitution Papers*. Center for Civic Education. *The Constitution Papers* CD-ROM is a complete research tool on the U.S. Constitution, as well as on dozens of state constitutions, historical documents, and selected speeches dealing with American constitutional development. It is available in DOS or Windows versions.

THE CONSTITUTION OF THE UNITED STATES

The Articles of Confederation, the first constitution of the newly independent states, was based on the concept of state sovereignty. Although the thirteen states had agreed upon a central government, its powers were limited. This "confederal" system of government reflected the fears of the newly independent states of giving too much power to a central government. When the confederation proved unable to meet the challenges of the new nation, a convention, called to amend the Articles of Confederation, met in Philadelphia in 1787. The delegates drafted a new constitution establishing a federal system whereby certain powers were given to the central or national government while others were reserved to the states. Students should be able to explain why the Framers of the U.S. Constitution developed a new federal system of government and how they built in guarantees to limit its power. They also should be able to compare and contrast the U.S. Constitution to the Articles of Confederation. Students should recognize the conflict over ratification of the U.S. Constitution and the adoption of the Bill of Rights in 1791, which further limited the powers of the central government. After a careful study of the U.S. Constitution, students should be able to explain what is meant by a federal system of government.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
5.7 **Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.** 1. List the shortcomings of the Articles of Confederation as set forth by their critics. 2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. 3. Understand the fundamental principles of American constitutional democracy, including how government derives its power from the people and the primacy of individual liberty.	I.A.2 Evaluate, take, and defend positions on why government is necessary and the purposes government should serve. I.B.1 Describe the essential characteristics of limited and unlimited governments. II.A.1 Explain the essential ideas of American constitutional government. III.A.1 Explain how the powers of the national government are distributed, shared, and limited. III.A.2 Explain how and why powers are distributed and shared between national and state governments in the federal system.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Discern main ideas and concepts in texts, identifying and assessing evidence that supports those ideas. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Differentiate between primary and secondary sources. 3. Distinguish fact from fiction.... Historical Interpretation 1. Summarize the key events...and explain the historical contexts of those events. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.0 Write clear, coherent and focused essays. 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, and so on.

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Sample Classroom Applications

In a graphic organizer, students illustrate the powers of the government under the Articles of Confederation and the U.S. Constitution of 1787.

Debate the need for a new system of government in 1787.

Explain how the U.S. Constitution provides for limits on the powers of the federal and state governments.

Students create diagrams illustrating the separation of powers and the system of checks and balances established in the U.S. Constitution.

Explain the major arguments in support of the U.S. Constitution and those in opposition to the ratification of the Constitution.

Use *We the People: The Citizen and the Constitution*, Level 1. Center for Civic Education, 2003, as a series of civics lessons. Culminate the lessons by staging a simulated congressional hearing in which students testify, before a panel of judges, demonstrating what they have learned about American constitutional democracy.

Develop a class constitution that creates a system of government for the class and that serves to protect individual rights and promote the common good.

Each student writes a persuasive composition or presents an oral report on how well the U.S. Constitution has stood the test of time. Students should clearly support conclusions with relevant evidence.

Stage a commemoration to celebrate the adoption of the Bill of Rights ratified on December 15, 1791. Plan activities to emphasize the importance of the guarantees of the Bill of Rights. Have individual students or small groups design posters focusing on rights enjoyed by American citizens today. Share what you have learned at a school assembly.
(Service-Learning Activity)

Sample Resources

Print

Adventures in Law and History II. "Mr. Madison Needs Some Help." Constitutional Rights Foundation, 1997. Students help James Madison draft a bill of rights to include in the U.S. Constitution.

Colman, Warren. *Carta De Derechos*. Children's Press, 1989. An easily understood Spanish text with photographs describes the U.S. Constitution and Bill of Rights.

Fritz, Jean. *Shhh! We're Writing the Constitution*. Putnam, 1987. This book combines historical background with the personalities of delegates to the Constitutional Convention that was held in secret in Philadelphia in the summer of 1787. This is a fun read.

In a VOICE: Ask Me. Constitutional Rights Foundation, 1997. This seven-unit supplementary curriculum on civic involvement teaches about the Preamble to the Constitution, the Bill of Rights, and the three branches of government. The curriculum teaches about U.S. history using mediation, law-related education, and service learning. It is designed to reinforce reading, writing, and critical thinking skills.

Levy, Elizabeth. *If You Were There When They Signed the Constitution*. Scholastic, 1992. This introduction to the Constitution includes background information, profiles of the delegates to the Federal Convention, compromises at the convention, and an explanation of the mechanism provided to change the Constitution.

Quiri, Patricia Ryon. *The Constitution*. Children's Press, 1999. This book describes issues and events leading up to the writing of the Constitution and the importance of the establishment of a stronger central government.

Rhodehamel, John. *Letters of Liberty: A Documentary History of the U.S. Constitution*. Constitutional Rights Foundation, 1997. An illustrated text records the history and development of the U.S. Constitution through reproductions of original documents, portraits, maps, and personal letters of the Founders. The teacher's guide includes lesson plans, discussion questions, and interactive activities.

Spier, P. *We the People: The Constitution of the U.S.* Doubleday, 1991. The writing of the Constitution becomes understandable as the author uses historical evidence to bring the story alive for upper elementary students.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.		Writing Applications 2.4 Write persuasive compositions. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.1 Ask questions that seek information not already discussed. 1.3 Make inferences or draw conclusions based on an oral report. 1.4 Select a focus, organizational structure, and point of view for oral presentation. 1.5 Clarify and support spoken ideas with evidence and examples. Speaking Applications 2.2 Deliver informative presentations about an important idea, issue, or event. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Pose relevant questions about events.... 3. Distinguish fact from fiction.... VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Music Standards** Creative Expression 2.3 Use classroom instruments to play melodies.... **Visual Arts Standards** Creative Expression 2.7 Communicate values, opinions, or personal insights through an original work of art. Connections, Relationships, Applications 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Sample Classroom Applications	Sample Resources
	We the People: The Citizen and the Constitution. Level 1. Center for Civic Education, 2003. This civics curriculum includes student readings and activities on the development of American democracy and the rights and responsibilities of citizens. Two sample lessons from the curriculum, "What Is Republican Government" and "What Responsibilities Accompany Our Rights," are available online at http://www.wethepeople@civiced.org/lesson-plans.html *Working Together: Lessons in Justice*. Constitutional Rights Foundation, 1994. Ten lessons recommended for grades 5–9 focus on topics in U.S. history from the American Revolution to civil rights. All ten lessons stress cooperative learning and promote critical thinking. **Internet** California Department of Education. *The U.S. Constitution*. California History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1354 This site contains a complete lesson with student readings on the Federal Convention of 1787 and the ratification of the U.S. Constitution. Constitution Society. *Founding Documents*. http://www.constitution.org/cs_found.htm This website provides information and links to resources pertaining to the Constitution and Bill of Rights. **Media** *The Constitution and Bill of Rights*. Constitutional Rights Foundation, 2001. This PowerPoint presentation uses graphic presentations and classroom activities to tell the story of the development of the Constitution and Bill of Rights. The program uses animated graphics to walk students through the creation of the Constitution. The is recommended for grades 4–8. *The Constitution Papers*. Center for Civic Education. *The Constitution Papers* CD-ROM is a complete research tool on the U.S. Constitution, as well as on dozens of state constitutions, historical documents, and selected speeches dealing with American constitutional development. It is available in DOS or Windows versions.

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Grade 6

world history and geography: ancient civilizations

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Civic education content and skills in the California History-Social Science Standards include

- Historical development of the rule of law (Standards 6.2.4 and 6.3.1)
- Moral and ethical traditions (Standards 6.2.3, 6.3.2, 6.5.3, 6.5.4, 6.5.5, 6.5.6, 6.6.3, and 6.7.6)
- Forms of government in ancient Greece and Rome (Standards 6.4.2, 6.4.3, 6.4.6, and 6.7.2)

Overview drawn from the California History-Social Science Framework

Students in sixth grade study the importance of the rule of law in the development of ancient civilizations up to A.D. 500. They examine the structures of ancient governments and the fundamental principles embodied in early legal systems, such as Hammurabi's Code and Judaic law. The course of study explores the moral and ethical teachings of Confucianism and Taoism in China and the political and moral achievements of Emperor Asoka. (In the seventh grade students will have an opportunity to study Islam and the code of conduct in the Qur'an [Koran].) Students also examine the code of conduct prescribed by Christian teachings and explain the importance of the Judeo-Christian ethic. The development of democracy in ancient Greece, and particularly how democratic institutions flourished in Athens, and the republican principles embedded in the Roman Republic are central to the study of sixth-grade world history.

HISTORICAL DEVELOPMENT OF THE RULE OF LAW

The earliest known written laws had their origin in the practices developed among tribal societies and first appear to have been codified in ancient civilizations of the Middle East. The Sumerian laws, inscribed on tables in cuneiform, became the basis for the more celebrated Babylonian Code of Hammurabi—laws that were said to have been given to Hammurabi on a mountaintop by the gods. The code consisted of 282 inscribed and unalterable laws governing all human situations. The Mosaic law, also believed to have been divinely inspired, was inscribed as the Ten Commandments and became the basis of Judaic and, later, Christian laws. Other ancient traditional codes of conduct in India and China embodied rules of human behavior helping to stabilize the social order. Students should examine how the rule of law was established in ancient civilizations and how the promulgation of laws became a stabilizing force in society.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
6.2 **Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.** 4. Know the significance of Hammurabi's Code. 6.3 **Students analyze the geographic, political, economic, religious, and social structures of the ancient Hebrews.** 1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	I.A.2 Evaluate, take, and defend positions on why government is necessary and the purposes government should serve. I.B.2 Explain the importance of the rule of law for the protection of individual rights and the common good. III.E.2 Explain and apply criteria useful in evaluating rules and laws.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.2 Analyze text that uses compare-and-contrast organizational pattern. 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning.... **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Frame questions that can be answered by historical study and research. 3. Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Assess the credibility of primary and secondary sources and draw sound conclusions from them.

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Sample Classroom Applications

Dramatize a court hearing in ancient Babylon of a person accused of breaking a law. Explain the importance of having a written code of laws.

Evaluate Hammurabi's Code of law. Use "Justice" from the middle school version of *Foundations of Democracy: Authority, Privacy, Responsibility, and Justice* as a basis for assessing justice in Hammurabi's code. Ask: Were the laws just by ancient standards? by contemporary standards? Students prepare a short written analysis of the concept of justice in ancient laws.

Identify the class structure reflected in Hammurabi's Code and analyze how punishments prescribed by the laws reflected the social class system.

Explain the basic concepts of Hebrew law as set forth in the *Torah*. What was the concept of justice established in Hebrew law?

Using a graphic organizer, students compare and contrast Hammurabi's Code and the Mosaic code of law.

Students work in groups to create a reader's theater illustrating why it is important for government to provide justice and order in a civilized society.

Devise a simulation or role-play activity illustrating how law in an ancient civilization managed disputes.

Identify a social or environmental problem of an ancient civilization that is analogous to a problem facing contemporary society. Examine how the problem was addressed in the past and explore solutions to the problem today. Conduct a class service-learning project addressing ways to resolve the contemporary problem. (Service-Learning Activity)

Sample Resources

Print[1]

Croddy, Marshall, and Coral Suter. *Of Codes & Crowns: The Development of Law.* Constitutional Rights Foundation, 1992. Readings provide background for guided discussion and allow students to explore legal concepts such as the origin of rules. In Unit 2 students learn about the concept of *lex talionis*, the law of retribution. In the "Secrets in Stone" activity, students use inference to identify political, social, and cultural information from specific laws in Hammurabi's Code.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Middle School. Center for Civic Education, 1993. This curriculum, developed for middle school and above, includes 15 short lessons on justice together with a means for evaluating rules and laws.

Woodard, Jo Ann A. *The Code of Hammurabi: Law of Mesopotamia.* National Center for History in the Schools, 1999. This teaching unit consists of three lessons on law and justice in Sumer and Babylon, the Code of Hammurabi and other ancient codes of law, and a comparison of court cases in ancient Babylon and in the United States today.

Internet

Dowling, Mike. *Mr. Dowling's Electronic Passport.*
http://www.mrdowling.com
Readings on Hammurabi and the Han Dynasty are found under icons symbolizing Mesopotamia and Chinese history.

Sources for Jewish Philosophy and Law. *Mesora.*
http://www.mesora.org/_private/mesora.html
Mesora is an extensive website on Torah study topics, including questions and short answers about Jewish philosophy and law.

1 Refer to *Pages of the Past: Literature Aligned to California History-Social Science Standards, Grades K–6* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.2** Create multiple-paragraph expository compositions. **1.3** Use a variety of effective and coherent organizational patterns, including comparison and contrast.... Writing Applications **2.3** Write research reports. Speaking Applications **2.2** Deliver informative presentations. **History-Social Science Analysis Skill Standards** Historical Interpretation **2.** Understand and distinguish cause, effect, sequence, and correlation in historical events....

Sample Classroom Applications	Sample Resources

MORAL AND ETHICAL TRADITIONS

Ideas about morality and ethics in ancient civilizations are reflected in their written laws. The study of ancient Mesopotamia, Egypt, China, and India illustrates the importance of moral and ethical traditions in the establishment of laws and political institutions. The Hebrews fused ethics and religion making ethics, justice, and the rule of law central to Judaic beliefs. Christianity, originating in the Judaic Messianic prophecies and based on the teachings of Jesus of Nazareth, made moral and ethical standards fundamental to Christian religious beliefs. Students should recognize the importance of religious traditions in ancient societies and analyze the ways in which ethical and moral philosophy, influenced by religion, affected the codification of laws.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
6.2 **Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.** 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 6.3 **Students analyze the geographic, political, economic, religious, and social structures of the ancient Hebrews.** 2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	II.D.2 Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. V.C.2 Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society. V.D.1 Evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning.... **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Frame questions that can be answered by historical study and research. 2. Distinguish fact from opinion.... 3. Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

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Sample Classroom Applications	Sample Resources
Explain how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. Students create charts that portray the central beliefs of Judaism, Hinduism, Buddhism, Confucianism, and Christianity, emphasizing their concepts of justice. Students make group presentations comparing and contrasting the beliefs portrayed. Each student writes an essay describing the beliefs of Emperor Asoka. Use the WebQuest lesson to have students assume the role of a person from ancient India (3000 years ago) and examine the status in a specific caste. Students create journal entries and share them with the class. Use the Mr. Donn's Lesson Plans website *The Three Doctrines and Legalism* on Confucianism, Taoism, Buddhism, and Legalism. Ask students to answer questions from each point of view. Create a school project to promote tolerance and respect for diverse cultures. (Service-Learning Activity)	**Print** California Department of Education. *Ancient Civilizations. Course Models for History-Social Science Framework—Grade 6.* California Department of Education, 1993. Units 2 and 4 include an extensive bibliography and lesson ideas aligned with sixth-grade state-adopted textbooks. The appendix to Unit 3 (pages 113–117) includes a lesson on patriotism and citizenship in Ancient Greece. Facts on File. *World Religions Series.* This is a series of books written for the middle grade levels on the major religions of the world. Johnson, Jean Eliot, and Donald Johnson. *Emperor Ashoka of India: What Makes a Ruler Legitimate?* National Center for History in the Schools, 1999. In an era of autocratic monarchies, Asoka [Ashoka] attempted to use moral persuasion rather than force to command his subjects. The five lessons in this teaching unit examine what make a political leader legitimate and what gives a leader the right to govern. Meredith, Susan. *The Usborne Book of World Religions.* EDC Publications, 2000. This illustrated book of religions is written for middle school students. Moewe, Michael. *Everyday Life in Early Imperial China.* Dorset Press, 1988. This book details life during the Han Dynasty. **Internet** The British Museum. *Ancient Civilizations: Mesopotamia.* http://www.mesopotamia.co.uk/staff/main.html The site is divided into ten "chapters" addressing themes or topics relevant to the civilizations of Mesopotamia: Sumerian, Babylonian, and Assyrian. The ten chapters are presented on a menu page. The user chooses a chapter by clicking on the word or icon relating to that chapter. Constitutional Rights Foundation, Bill of Rights in Action. "The Hebrews and the Foundations of Western Law" (Fall 2000). http://www.crf-usa.org/bria/bria16_4.htm#hebrews Dowling, Mike. *Mr. Dowling's Electronic Passport, Judaism.* http://www.mrdowling.com/605-judaism.html This site features readings on the basic tenets of Judaism.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. 3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. 4. Outline the social structure of the caste system. 5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. 6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka. **6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.** 3. Know about the life of Confucius and the fundamental teaching of Confucianism and Taoism. **6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.** 6. Note the origins of Christianity in the Jewish Messianic prophecies, and the life and teachings of Jesus of Nazareth as described in the New Testament of the Bible, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.2 Create multiple-paragraph expository compositions. 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast.... Writing Applications 2.1 Write narratives. 2.2 Write expository compositions.... 2.3 Write research reports. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Frame questions that can be answered by historical study and research. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.6 Support opinion with detailed evidence and with visual or media displays.... Speaking Applications 2.5 Deliver presentations on problems and solutions. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 5. Detect the different historical points of view on historical events and determine the context in which the historical statements were made.

Sample Classroom Applications	Sample Resources
	Lyall, Graeme. The Buddhist Council of New South Wales website. http://www.zip.com.au/~lyallg/Asoka.htm This website provides a short introduction to Asoka. Mr. Donn's Lesson Plans. *Three Doctrines and Legalism.* http://members.aol.com/DonnAnCiv/Behavior.html These lesson plans examine the differences in Chinese thought, focusing on Confucianism, Taoism, Buddhism, and Legalism. WebQuest. *Experiencing India's Caste System.* http://teachers.eusd.k12.ca.us/mguerena/castewebquest/index.htm This is a well-written lesson exploring the caste system in India.

FORMS OF GOVERNMENT IN ANCIENT GREECE AND ROME

The development of some of the fundamental ideas of democracy in classical Greece and the institutions of representative government established during the Roman Republic had a profound impact on Western political thought. Direct democracy, the hallmark of ancient Athens, evolved over centuries of political struggles. In Rome, the early monarchy succumbed to foreign domination and was replaced for a period of time by a republic dominated by oligarchs. The threat of popular uprising ultimately led to the establishment of written laws and a broader participation in the government. Students should be able to explain the evolution of democracy in ancient Athens and compare and contrast the government structure of Greek city-states, particularly Athens and Sparta. They should examine the development of political institutions during the Roman Republic and explain how the Roman concepts of citizenship and representative government have influenced the American political system.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in Ancient Greece. 3. State the key differences between Athenian, or direct, democracy and representative democracy. 6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. **6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.** 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	**I.A.1** Explain the meaning of the terms civic life, politics, and government. **I.A.2** Evaluate, take, and defend positions on why government is necessary and the purposes government should serve. **I.B.1** Describe the essential characteristics of limited and unlimited government. **I.B.2** Explain the importance of the rule of law for the protection of individual rights and the common good. **II.D.2** Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. **V.C.2** Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** Analyze text that uses a compare-and-contrast organizational pattern. **2.3** Connect and clarify main ideas by identifying their relationships to other sources and related topics. **2.8** Note instances of unsupported inferences, fallacious reasoning.... **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **3.** Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. **5.** Detect the different historical points of view on historical events and determine the context in which the historical statements were made.

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Sample Classroom Applications

Read Unit 3 of *Of Codes and Crowns* (Constitutional Rights Foundation) for information on the development of law in ancient Greece. Explain the function of the Greek jury system.

Use the Discovery School lesson from the Lesson Plan Library on Sparta and Athens. The lesson compares the governments of Athens and Sparta using short quotations.

Students research the Roman general Cincinnatus and explain how he demonstrated civic virtue. Each student writes a letter of recommendation for a person he or she would like to nominate to receive the "Cincinnatus Civic Virtue Award."

Explain how authority was limited in the governments of ancient Athens and the Roman Republic.

After studying citizenship in Athens, Sparta, and Rome, stage a "Meeting of the Minds" activity with representatives from Athens, Sparta, and Rome to present their definitions of citizenship.

Describe how the concept of American citizenship is similar to or different from that of ancient Greece or Rome.

In an oral presentation, students explain how the rule of law in the United States limits the actions of private citizens and government officials alike in order to protect the rights of citizens and promote the common good. Ask: To what extent was this true of ancient laws? Explain.

Use *Of Codes and Crowns* to explore the Greek tribunal system. Convene a tribunal to settle a school dispute or address a contemporary local issue or problem.

Sample Resources

Print

City Youth: Ancient History. Constitutional Rights Foundation, 2003. Students visit ancient Greece and Rome. Service-learning opportunities are included.

Croddy, Marshall, and Coral Suter. *Of Codes and Crowns: The Development of Law.* Constitutional Rights Foundation, 1992. Readings provide background for guided discussion and allow students to explore legal concepts such as the development of the jury system and limits of authority. Unit 3 traces the development of law in ancient Greece.

We the People. Level 2. Center for Civic Education. Reprint 2003. The student text provides grade-level appropriate readings and activities relating to the study of government and political institutions. Lesson 2 includes the story of the Roman Cincinnatus as a model of civic virtue.

Internet

Adams, Peter. Discovery School, Lesson Plan Library. *Comparing Sparta and Athens.*
http://school.discovery.com/lessonplans/programs/spartans/index.html
The lesson focuses on the differences between totalitarianism and democracy and the historical roots of the democratic tradition in ancient Greece.

Dalton School. Rome Project Site.
http://www.dalton.org/groups/rome/
This website includes numerous resources on Rome. The Twelve Tables, Roman republican government, and Roman government in both the early and late republic are among the resources accessible under "Political Resources."

Dowling, Mike. Mr. Dowling's Electronic Passport.
The Cradle of Western Civilization.
http://www.colonize.com/p/a.php?a=n001001182
This site provides a general introductory lesson on Greek civic life with links to other topics, including "Athens," where students explore the development of Athenian democracy.

Halsall, Paul. *The Ancient History Sourcebook: The Twelve Tables, c. 450 B.C.E.*
http://www.fordham.edu/halsall/ancient/12tables.html
The Twelve Tables of the Roman law were written so that persons would know their rights and obligations. Writing and posting the laws on tablets for public review was a victory for the plebeians in their struggle to gain rights.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.2 Create multiple-paragraph expository compositions. 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast…. Writing Applications 2.3 Write research reports. Speaking Applications 2.2 Deliver informative presentations. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Frame questions that can be answered by historical study and research. 2. Distinguish fact from opinion….

Sample Classroom Applications	Sample Resources
	The History Guide Lecture Site. *Early Roman Civilization.* http://www.historyguide.org/ancient/lecture10b.html This website includes the story of Cincinnatus, the Roman who was given command of the army by the Senate and, after defeating the enemy, relinquished power.

Grade 7

world history and geography: medieval and early modern times

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Civic education content and skills in the California History-Social Science Standards include

- The foundation of western political institutions (Standard 7.1.1)
- Justice and ethical traditions in the Middle Ages (Standards 7.2.3, 7.3.6, 7.4.3, 7.5.3, 7.5.6, 7.6.3, and 7.6.8)
- Rise of democratic ideals (Standards 7.6.5, 7.9.3, 7.10.3, 7.11.5, and 7.11.6)

Overview drawn from the California History-Social Science Framework

Seventh grade world history focuses on the years A.D. 500 through 1789. Students examine the expansion of the Roman Empire and its ultimate disintegration. They study the basic principles incorporated in Islamic law and its influence in much of the known world from the seventh century.

The study of the development of democratic principles and the origins of constitutional government are fundamental elements of the civic education strand in the seventh grade curriculum. Students examine the limitations placed on royal authority by the Magna Carta, the English Bill of Rights, and the origins of parliamentary government. A study of the change in political philosophy resulting from the Enlightenment is an essential aspect of the study of world history.

THE FOUNDATION OF WESTERN POLITICAL INSTITUTIONS

The basic ideas of classical republicanism were reflected in the Roman Republic. Classical republicanism is a political theory that the best kind of society is one that promotes the common good instead of the interests of only one class of citizens. In a classical republic, citizens and their government are supposed to work cooperatively to achieve the common good rather than their own personal or selfish interests. The Roman Republic was replaced by the Roman Empire which, despite the fact that several emperors attempted to rekindle the republic's spirit of civic virtue, eventually resulted in the withering away of an emphasis upon civic virtue and concern for the common good. Students should be able to explain the influence of classical republicanism on our democratic institutions.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
7.1 **Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.** 1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	**I.A.1** Explain the meaning of the terms civic life, politics, and government. **I.B.1** Describe the essential characteristics of limited and unlimited governments. **I.B.2** Explain the importance of the rule of law for the protection of individual rights and the common good. **V.C.2** Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Word Analysis **1.2** Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. Reading Comprehension **2.2** Locate information by using a variety of…documents. **2.3** Analyze text that uses the cause-and-effect organizational pattern. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Frame questions that can be answered by historical study and research. Historical Interpretation **2.** Understand and distinguish cause, effect, sequence, and correlation in historical events….

Sample Classroom Applications	Sample Resources
Students research the Roman concept of citizenship. They explain why foreign subjects might have wished to become Roman citizens. Each student writes an essay on the meaning of Roman citizenship and compares it to the concept of American citizenship. They explain how the concept of Roman citizenship is similar to or different from contemporary American citizenship. Students read the story of the legendary Roman hero Aeneas. Ask: What are the traits of character that the story reveals? Why did the Emperor Augustus encourage authors to write myths and fables that celebrated Roman virtues? Students evaluate, take, and defend a position on the importance of stories about heroes and heroines in today's world. Read "When Roman Law Ruled the Western World," *Bill of Rights in Action* (Constitutional Rights Foundation website). Explain the Roman concept of *jus gentium* ("law of nations"). Ask: To what extent did Roman law influence the legal systems of western Europe after the fall of the Roman Empire? Students research the institutions of the Roman government during the Republic. They explain the roles of senators, consuls, and tribunes. Ask: What powers were held by these Roman officials? Find the meaning of the Latin word "veto." Explain the importance of the veto power held by the Roman tribunes. Have students research the sack of Rome in A.D. 455 and explain how the term "vandalism" came to be used to imply wanton destruction. Work with law enforcement and community groups to address and eradicate acts of vandalism in your school and community. (Service-Learning Activity)	**Print**[1] *We the People.* Level 2. Center for Civic Education, Reprint 2003. The student text provides grade-level appropriate readings and activities relating to the study of government and political institutions. Lesson 2, "What is Republican Government?" examines the Roman Republic and the rights of citizens. Unit 6, "What are the responsibilities of citizens?" focuses on contemporary American citizenship. **Internet** *Bill of Rights in Action. When Roman Law Ruled the Western World.* Constitutional Rights Foundation. http://www.crf-usa.org/bria/bria17_4.htm#roman This edition of the *Bill of Rights in Action* includes a study of Roman law. McDonald, David, *Did Rome Fall or Was it Pushed?* SCORE. http://score.rims.k12.ca.us/activity/rome/ This SCORE site has students examine the causes for the fall of Rome, paying particular attention to internal weaknesses of the Empire. SPQR. *The Senate and People of Rome.* http://www.romanempire.net/romepage/Citizenship/Roman_Citizenship.htm This website includes lessons created by SPQR with links to necessary information. Webquest. *Journey Back to Ancient Rome.* http://oncampus.richmond.edu/academics/as/education/projects/webquests/rome/frames.html This interactive website presents information on aspects of Roman society and government through a role-play exercise. Students, investigating the role of a Roman senator, study aspects of Roman government.

1 Refer to *Tales of the Time: Literature Aligned to California History-Social Science Standards, Grades 7–8* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.2** Support all statements and claims with anecdotes, description, facts and statistics, and specific examples. Writing Applications **2.5** Write summaries of reading materials. **History-Social Science Analysis Skill Standards** Historical Interpretation **2.** Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Connections, Relationships, Applications **5.1** Use theatrical skills to communicate concepts or ideas from other curricular areas....

Sample Classroom Applications	Sample Resources

JUSTICE AND ETHICAL TRADITIONS IN THE MIDDLE AGES

Religious beliefs have greatly influenced notions of justice and ethical traditions that have become institutionalized in various political systems. These beliefs have helped to shape codes of conduct and laws that have affected social, political, and economic life. Students should be able to explain the importance of ethical traditions in the formulation and operation of political systems and evaluate the extent to which these systems protected the rights of different groups within society and promoted justice and other values.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
7.2 **Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.** 3. Explain the significance of the Qur'an and Sunnah [the way Muhammad lived his life] as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. 7.3 **Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.** 6. Describe the development of the imperial state and the scholar-official class. 7.4 **Students analyze the geographic, political, economic, religious, and social structures of the civilizations of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.** 3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	I.A.1 Explain the meaning of the terms civic life, politics, and government. II.D.2 Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. IV.A.1 Explain how the world is organized politically. IV.A.2 Explain how nation-states interact with each other.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.2 Locate information by using a variety of…documents. 2.3 Analyze text that uses the cause-and-effect organizational pattern. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Distinguish fact from opinion in historical narratives and stories. 3. Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Assess the credibility of primary and secondary sources and draw sound conclusions from them. Historical Interpretation 2. Understand and distinguish cause, effect, sequence, and correlation in historical events…. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.2 Support all statements and claims with anecdotes, description, facts and statistics, and specific examples.

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Sample Classroom Applications

Use one of the five lessons on the PBS website *Islam: The Birth of Faith* to explore moral and ethical teachings of Islam.

Students prepare oral presentations using graphics to illustrate the influence of Islamic beliefs, ethics, and law in West Africa.

Compare the concept of justice as presented in Judaism, Christianity, and Islam.

Create a school project to promote tolerance and respect for diverse cultures. (Service-Learning Activity)

In a graphic organizer, students show the similarities and differences in the political structure of medieval Japan and medieval Europe.

Each student writes an essay comparing and/or contrasting political institutions in medieval Japan with those of medieval Europe.

Through a graphic organizer or political cartoon, students illustrate justice, and the moral and ethical aspects of feudalism in thirteenth- or fourteenth-century western Europe.

Each student writes an essay on the political power and influence of the Catholic Church in medieval Europe.

Explain how the Renaissance and the Reformation contributed to the growth of individual rights. In what ways did this new spirit of individualism influence political thought?

Sample Resources

Print

California Department of Education. *Medieval and Early Modern Times—Course Models for History-Social Science Framework—Grade 7.* California Department of Education, 1994. The resource section provides a wealth of good sources to use in an annotated time line.

Croddy, Marshall, and Coral Suter. *Of Codes and Crowns: The Development of Law.* Constitutional Rights Foundation, 1992. The text examines legal issues in world history. Unit 5 deals with the role of the Catholic Church as a political institution. Lesson 4 in the unit examines the limits of authority in the trial of Galileo.

Internet

American Kang Duk Won Karate Association. *History of the Samurai. The Warrior Class of Japan.*
http://www.northnet.org/americankangdukwon/samurai.html
This site contains a brief outline of the samurai presented in time periods. Several short quotes are included after each time period indicating the importance of the samurai to that era.

A Brief Illustrated Guide to Understanding Islam. *Human Rights and Justice in Islam.*
http://www.islam-guide.com/frm-ch3-12.htm
This website includes a brief explanation of Islamic teachings about human rights and justice, as well as other general information on Islam.

Emuseum. *The Church.*
http://emuseum.mnsu.edu/history/middleages/church.html
This website describes the role of the church in the Middle Ages. The site is also available in several languages, including Spanish.

Global Education, *The Japan Project.*
http://www.globaled.org/japanproject/lessons/lesson3-3docs/Lesson3%20handout1.doc
This site includes a reading on medieval Japan followed by a chart activity comparing Japanese and European feudalism.

History-Social Science Web for K–12 Teachers, *European Renaissance/Reformation.*
www.execpc.com/~dboals/rena.html
This resource focuses on the Renaissance and Reformation and includes European museums, virtual exhibits, and text materials.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
7.5 **Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.** 3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *diamyo*, and *samurai* and the lasting influence of the warrior code throughout the twentieth century. 6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society. 7.6 **Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.** 3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order. 8. Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").		1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. 1.7 Revise writing to improve organization and check for logic of ideas. Writing Applications 2.4 Write persuasive compositions. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 1. Frame questions that can be answered by historical study and research. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.5 Arrange supporting details...effectively and persuasively.... 1.6 Use speaking techniques...for effective presentations. Speaking Applications 2.3 Deliver research presentations. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Connections, Relationships, Application 5.3 Examine art...comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

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SAMPLE CLASSROOM APPLICATIONS	SAMPLE RESOURCES
	Kelly, Freda. *Samurai Resume*. SCORE. http://rims.k12.ca.us/samurai_resume/ An interactive lesson examines the role of the samurai. The daimyo has died and the student, an experienced samurai, needs to find another daimyo to serve. The student prepares a resume illustrating experience and commitment to serve the daimyo. PBS. *Islam, Empire of Faith*. http://www.pbs.org/empires/islam/ This PBS site has a series of five lessons and resources on Islam. Sestir, Valerie. *History of the Samurai: Warrior Class of Japan*. http://tlc.discovery.com/search/results.jsp?srchtxt=Ancient%20Warriors%20The%20Samurai&channel=TLC&offset=1&more=features This site contains an outline of Japanese history during the Shogunate. Students are introduced to the ideals of the samurai through numerous short primary source quotations. Sociology, History and Philosophy in Science Teaching (SHiPS) Resource Center. *The Trial of Galileo*. http://www1.umn.edu/ships/religion/galileo.htm The SHiPS website covers Galileo's trial and links to a simulation and "retrial" of Galileo.

RISE OF DEMOCRATIC IDEALS

Basic concepts of limited government emerged in medieval England in the course of conflicts between the monarchy and the nobility. The Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) were among the landmark agreements that limited the power of the monarch, increased the power of Parliament, and enshrined the traditional rights of Englishmen. Students should understand the significance of developments furthering constitutionalism in medieval and early modern England.

In Europe, during the Renaissance and the Age of the Enlightenment, political thinkers applied the new spirit of scientific discovery to the study of society and politics. During the Reformation, political thinkers emphasized the importance of the rights of the individual and new ideas about self-government arose. Students should be able to explain the influence of the most prominent of those thinkers on modern political thought.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. 5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England). **7.9 Students analyze the historical developments of the Reformation.** 3. Explain Protestants' new practices of church self-government and the influences of those practices on the development of democratic practices and ideas of federalism.	**I.B.2** Explain the importance of the rule of law for the protection of individual rights and the common good. **I.C.3** Explain those conditions that are essential for the flourishing of constitutional government. **I.D.1** Describe the major characteristics of systems of shared powers and of parliamentary systems. **V.C.1** Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society. **V.C.2** Evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** Locate information by using a variety of...documents. **2.3** Analyze text that uses the cause-and-effect organizational pattern. **2.4** Identify and trace the development of an author's argument, point of view, or perspective in text. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **1.** Frame questions that can be answered by historical study and research. Historical Interpretation **2.** Understand and distinguish cause, effect, sequence, and correlation in historical events....

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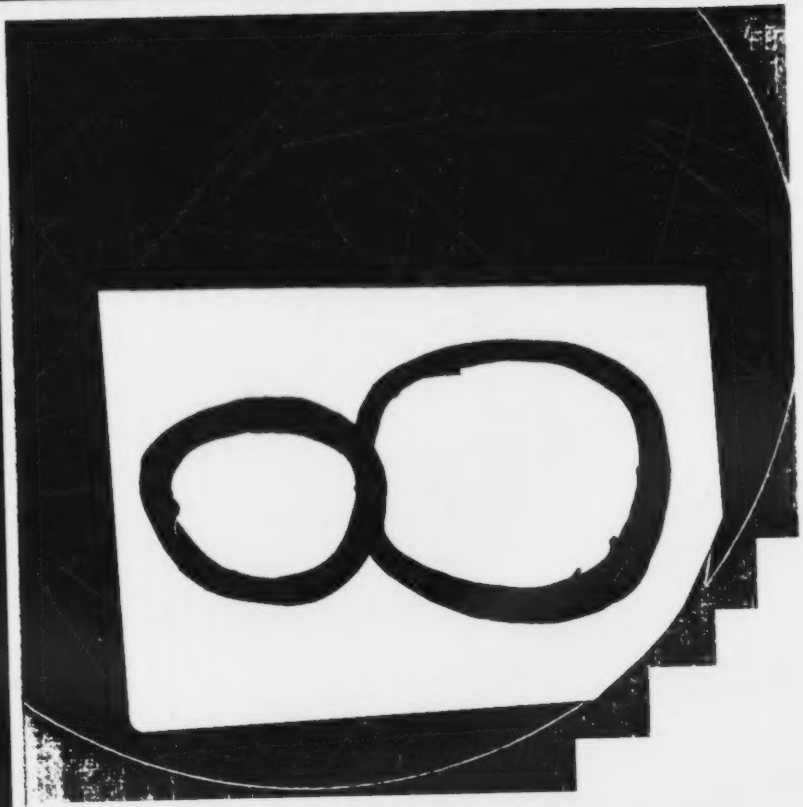
Sample Classroom Applications	Sample Resources
Students illustrate the basic concepts expressed in the Magna Carta and explain their importance. Students identify the rights of individuals and limits on power contained in the Magna Carta, English Bill of Rights, and the American Declaration of Independence and restate these rights and limits in simple contemporary language. Then students determine commonalities among the three documents. Students identify and conduct research on a political thinker from the Renaissance, Reformation, or Enlightenment and prepare for a fishbowl activity in which the student-researcher is the political thinker and the remainder of the class asks questions. As a culminating activity, have students write about the impact of the Renaissance, Reformation, or Enlightenment on political thought or ideas. Explain how the scientific method advanced during the Enlightenment influenced the growth of democratic ideas. Students assume the roles of John Locke, Charles-Louis Montesquieu, and James Madison and participate in a "Meeting of the Minds" panel discussing how government and laws can protect natural rights and serve the common welfare.	**Print** Croddy, Marshall, and Coral Suter. *Of Codes and Crowns: The Development of Law.* Constitutional Rights Foundation, 1992. The text helps students examine legal issues in world history. Unit 4 traces the evolution of the jury system and has students role play a medieval English court trial of a suspected arsonist. *We the People,* Level 2. Center for Civic Education, Reprint 2003. Lesson 1, "Why do we need government?" introduces students to the natural rights philosophy and the contributions of John Locke. Lesson 2 discusses Montesquieu's thoughts on how government should be organized to promote the common welfare. **Internet** History-Social Science Web for K–12 Teachers. *European Renaissance/Reformation.* www.execpc.com/~dboals/rena.html This resource focuses on the Renaissance and Reformation and includes European museums, virtual exhibits, and text materials. National Archives and Records Administration. *Magna Carta.* http://www.archives.gov/exhibit_hall/featured_documents/magna_carta/magna_carta.html This NARA exhibit features the Magna Carta and links to another exhibit site, "Magna Carta and Its American Legacy."

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
7.10 **Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.** 3. Understand the scientific method advanced by Bacon and Descartes, and the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs. 7.11 **Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries.** 5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American Founders). 6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.2 Support all statements and claims with anecdotes, description, facts and statistics, and specific examples. Writing Applications 2.5 Write summaries of reading materials. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking 1. Explain how major events are related to one another in time. Historical Interpretation 1. Explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.4 Organize information to achieve particular purposes.... 1.5 Arrange supporting details...effectively and persuasively. 1.6 Use speaking techniques for effective presentations. Speaking Applications 2.1 Deliver narrative presentations. 2.3 Deliver research presentations. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 3. Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information....

Sample Classroom Applications	Sample Resources



Grade 8

united states history and geography: growth and conflict

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Civic education content and skills in the California History-Social Science Standards include

- Development of American constitutional democracy (Standards 8.1.2, 8.1.3, and 8.1.4)
- Political principles underlying the U.S. Constitution (Standards 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.3.1, 8.3.2, and 8.3.7)
- Foundations of the American political system (Standards 8.3.4, 8.3.5, 8.3.6, and 8.4.2)
- Sectional conflicts (Standards 8.6.2, 8.6.6, 8.7.2, 8.8.1, 8.9.2, 8.9.5, 8.10.1, and 8.10.3)
- Civil War and Reconstruction (Standards 8.10.4, 8.11.1, 8.11.3, 8.11.5, 8.12.3, 8.12.7, and 8.12.8)

Overview drawn from the California History-Social Science Framework

Students in grade eight study the ideas, issues, and events from the framing of the U.S. Constitution to World War I. The course begins with a study of the founding of the nation and the development of American constitutional democracy. Students analyze the political principles underlying the Constitution, examine the enumerated and implied powers vested in the federal government, and explain the foundation of the American political system. The course of study also explores issues relating to federalism, states' rights, and popular sovereignty. Students should be able to evaluate, take, and defend positions on major political, social, and moral issues that confronted American society in the nineteenth century.

Students should be able to explain the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. They should analyze the political principles underlying the U.S. Constitution and give reasons for the separation of powers and the system of checks and balances. Students should recognize the reasons for limiting government and explain how the federal system established by the Constitution provides safeguards to prevent the abuse of power.

An essential aspect of civic education at the eighth-grade level is the further development of intellectual and participatory skills. Students should demonstrate the ability to analyze the causes of events. They should effectively use skills required of citizens. Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process. By the eighth grade, students should be equipped with the skills necessary to work cooperatively, present arguments reflecting thoughtful consideration of alternatives, evaluate sources of information, and participate in voluntary associations or interest groups to address public issues.

DEVELOPMENT OF AMERICAN CONSTITUTIONAL DEMOCRACY

The Founders were influenced by their study of history. According to the Founders, civic virtue was necessary but not sufficient if government was to function properly. In addition to relying on the virtue of citizens, government should be controlled and limited by such means as the separation of powers, checks and balances, and federalism in order to ensure that government serves the purposes for which it is established.

Good government, according to the Founders, should be established to protect people's natural rights. The Declaration of Independence proclaimed that "all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness." Government exists to secure these basic rights and to promote the common welfare. Students should be able to explain the philosophy of government set forth in the Declaration of Independence and explain how it was drawn from John Locke's natural rights philosophy. Students should recognize how other national movements, which were based on the ideals expressed by the Founders and in the Declaration of Independence, have become beacons of hope for oppressed peoples throughout the world.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
8.1 **Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.** 2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights"). 3. Analyze how the American Revolution affected other nations, especially France. 4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	I.A.2 Evaluate, take, and defend positions on why government is necessary and the purposes government should serve. I.D.1 Describe the major characteristics of systems of shared powers and of parliamentary systems. II.D.1 Explain the meaning and importance of the fundamental values and principles of constitutional democracy. III.E.1 Explain the importance of law in the American constitutional system. V.C.1 Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Word Analysis 1.3 Use word meanings with the appropriate context.... Reading Comprehension 2.2 Analyze text that uses proposition and support patterns. 2.6 Use information from a variety of...documents to explain a situation.... **History-Social Science Analysis Skills Standards** Research, Evidence, and Point of View 1. Frame questions that can be answered by historical study and research.

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SAMPLE CLASSROOM APPLICATIONS

Students use several of the grievances expressed in the Declaration of Independence in letters to the editor of a colonial newspaper defending the actions of the Second Continental Congress in declaring independence.

Students explain in essays the meaning of unalienable rights and consent of the governed.

Students develop charts illustrating the beliefs of the Founders that were reflected in the Declaration of Independence.

Students create public service announcements on one of the rights contained in the Declaration of Independence using *Project History,* Lesson 1 (Constitutional Rights Foundation).

Using Lesson 7 in *We the People* Level 2. Center for Civic Education, Reprint 2003, students explore the basic ideas of government that were expressed in the Declaration of Independence.

Explain classical republicanism. Each student writes an essay in support of or in opposition to the concept of classical republicanism. Ask: What balance should there be between protecting individual rights and promoting the common good?

Explain why the newly independent states created a government based on republican principles, individual rights, and English parliamentary traditions.

Students investigate revolutionary movements of the latter part of the eighteenth and early nineteenth centuries. They examine how the philosophy behind the American Revolution influenced revolutionary movements in France, Haiti, and Latin America.

Students research how the political philosophy of the Declaration of Independence has influenced contemporary revolutionary movements.

SAMPLE RESOURCES

Print[1]

"Declaration of Independence and Natural Rights." *Project History.* Constitutional Rights Foundation, 2003. This supplementary text includes product-based readings and activities tied to the California Standards.

Freedman, Russell. *Give Me Liberty! The Story of the Declaration of Independence.* Holiday House, 2000. Freedman's easy-to-read book, richly illustrated with historical paintings, includes the text of the Declaration and a chronology of events leading to its drafting.

Nardo, Don (editor). *The Declaration of Independence: A Model for Individual Rights.* Gale Group, 1998. This book discusses the drafting, composition, symbolism, ideas, and influence of the Declaration of Independence.

We the People, Level 2. Center for Civic Education, Reprint 2003. The student text provides grade-level appropriate readings and activities relating to the study of American government and political institutions. Lesson 7, "What basic ideas about government were in the Declaration of Independence?" focuses on the political philosophy upon which the Declaration was based. Student Handout 7-1 in the Teacher's Guide assists students in analyzing the Declaration.

Internet

Claremont Institute. *A User's Guide to the Declaration of Independence.*
http://www.founding.com/guide/index.cfm
This site includes a series of short essays on the Declaration of Independence and the political philosophy on which it was based.

Colonial Williamsburg Foundation. *Eighteenth-Century and Twentieth-Century Forms of Resistance.*
http://www.history.org/history/teaching/tchcrtwo.cfm
Students examine the various types of resistance used in colonial times and compare them with the forms of resistance that took place in the twentieth century.

Library of Congress. *About the Declaration of Independence.*
http://memory.loc.gov/const/abt_declar.html
This site contains a short narrative on the Declaration of Independence and John Locke's natural rights philosophy on which it is partially based.

1 Refer to *Tales of the Time: Literature Aligned to California History-Social Science Standards, Grades 7–8* (County Office of Education History-Social Science Coordinators, 2001) for additional grade-appropriate books.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. Writing Applications 2.2 Write research reports. **History-Social Science Analysis Skills Standards** Historical Interpretation 1. Explain the central issues and problems from the past, placing people and events in a matrix of time and place. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications 2.4 Deliver persuasive presentations.

Sample Classroom Applications	Sample Resources
	Mason, D.J. *The Declaration of Independence.* http://www.duke.edu/eng169s2/group1/lex3/firstpge.htm This site explores the evolution of the Declaration, including Jefferson's rough draft. A hypertext version allows readers to follow selected changes made to the Declaration, along with commentary on the possible reasons for many of the changes.

POLITICAL PRINCIPLES UNDERLYING THE U.S. CONSTITUTION

The Magna Carta, English common law, the English Bill of Rights, and the colonial experience in self-government contributed to the idea of limited government incorporated in the U.S. Constitution. The Framers of the Constitution intended to establish an energetic and effective government that was balanced—a government neither too strong to abuse power nor too weak to effectively govern. The Constitution established a new federal system of government with specific powers granted to the central government and others reserved to the states. The Constitution also recognized that certain powers would be shared by both central and state governments. To ensure against the arbitrary abuse of power, the Framers established three branches of government, each with specific responsibilities. In securing a new government with enhanced powers that could meet the challenges of the day, the Framers were careful to incorporate a system of checks and balances that would work to prevent abuse of power. Students should consider the issues about which the Framers disagreed and the compromises they reached. They should analyze the means established by the Framers to strengthen the federal government while maintaining a limited government and the methods incorporated to balance power. The students should be able to describe the principles of federalism and explain the importance of a government based on the consent of the governed.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. 1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. 2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. 3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	**I.B.1** Describe the essential characteristics of limited and unlimited governments. **II.D.1** Explain the meaning and importance of the fundamental values and principles of constitutional democracy. **III.A.1** Explain how the powers of the national government are distributed, shared, and limited. **III.A.2** Explain how and why powers are distributed and shared between national and state governments in the federal system. **III.E.1** Explain the importance of law in the American constitutional system.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** Analyze text that uses proposition and support patterns. **2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas. **2.6** Use a variety of...documents to explain a situation.... **History-Social Science Analysis Skills Standards** Research, Evidence, and Point of View 3. Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

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Sample Classroom Applications	Sample Resources
Compare and contrast the basic ideas expressed in the Magna Carta, English Bill of Rights, and the Mayflower Compact. Ask: To what extent do these documents place limits on government?	**Print** *American Legacy: The United States Constitution and other Essential Documents of American Democracy.* Center for Civic Education, 1997. This pocket-sized booklet includes readable excerpts from the *Federalist Papers.*
Analyze the principles of representative government that were incorporated in the state constitutions written during the Revolutionary era. Explain how most state constitutions balanced power (Lesson 8 in *We the People,* Level 2).	Brady, Shelia, Carolyn Pereira, and Diana Hess. *It's Yours: The Bill of Rights.* Steck-Vaughn and Constitutional Rights Foundation, 1993. This collection of activities on the Bill of Rights is appropriate for English-language learners.
Explain how the Northwest Ordinance of 1787 set forth a policy of governance of the territory and a model for the admission of new states into the federal union. Assess the importance of the Ordinance and explain its significance over time.	Collier, Christopher, and James Collier. *Decision in Philadelphia: The Constitutional Convention of 1787.* Ballantine Books, 1987. This well-written story introduces the 55 men at the Constitutional Convention.
Students role-play the 55 delegates at the Federal Convention. Research and analyze the arguments leading to compromises.	*Foundations of Freedom.* Constitutional Rights Foundation, 1991. Chapter 2 provides an overview of some of the major developments of rights in colonial America, including background information and an activity based on the Peter Zenger trial.
Use the chart contrasting the Articles of Confederation and the Constitution provided on the U.S. History Resources website. Each student writes a justification for the Constitution.	Haynes, Charles. *Living with Our Deepest Differences: Religious Liberty in a Pluralistic Society.* Williamsburg Carter Foundation, 1989. This social studies curriculum is based on primary source documents.
Students create graphic organizers comparing and contrasting the ideals expressed in the Declaration of Independence and illustrating how they were carried out in the Constitution.	Patrick, John J. (editor). *The Bill of Rights: A History in Documents.* Oxford University Press, 2002. This collection of documents traces the origins of the Bill of Rights from the Magna Carta and its legal traditions through current controversies. The documents are introduced and placed into context by the editor.
Use *Project History* (Constitutional Rights Foundation), Lesson 2, to role-play a debate between Federalists and Anti-Federalists.	*Project History.* Constitutional Rights Foundation, 2003. This supplementary text with product-based readings and activities is tied to the California Standards.
Each student writes a short essay speculating on what might have happened if the Constitution had not been ratified.	Ravitch, Diane, and Abigail Thernstrom (editors). *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide.* HarperCollins, 1992. This collection includes a number of readings on the American experience, such as the Virginia Bill of Rights, the Constitution, excerpts from several Federalist Papers, and Thomas Jefferson's letter to James Madison expressing the need for a Bill of Rights.
Students create charts of the three branches of government listing the powers and limitations of each branch. Students explain why the Framers feared creating a central government with unlimited powers.	
Assess the importance of the Bill of Rights and analyze how it limits the powers of the central government.	
Students create illustrated pamphlets on the fundamental liberties ensured by the Bill of Rights.	
Students collect newspaper articles that report on a current issue regarding the Bill of Rights and explain how the issue may be resolved.	

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. 5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner to the First Amendment and the origins, purpose, and differing views of the Founding Fathers on the issue of the separation of church and state. 6. Enumerate the powers set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. 7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.1** Create compositions that establish a controlling impression.... Writing Applications **2.3** Write research reports. **2.4** Write persuasive compositions. **History-Social Science Analysis Skills Standards** Historical Interpretation 3. Explain the sources of historical continuity and how the combination of ideas and events explain the emergence of new patterns. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications 2.3 Deliver research presentations. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Connections, Relationships, Applications 5.1 Use theatrical skills to present content or concepts in other subject areas... [stage a mock trial].

Sample Classroom Applications	Sample Resources
Conduct a mock trial of the Zenger case. Report on recent Supreme Court decisions on cases based on the First Amendment's guarantee of a free press. Ask: How important are the guarantees of a free press in a democracy? What are the responsibilities of the press? Explain the establishment and free exercise clauses of the First Amendment and compare them to the last paragraph of the Virginia Declaration of Rights. What are the similarities and differences in these two documents? Students create brochures that illustrate how the concept of civil, political, and economic rights have been expanded over time. Form study groups to assist family or friends who are preparing to take the United States naturalization exam. Develop a series of questions and answers on flash cards to help candidates prepare for the written examination. (Service-Learning Activity)	*We the People*. Level 2. Center for Civic Education, Reprint 2003. Unit 2, "What experiences helped the Founders' thinking about government?" includes lessons on how states governed themselves after the Revolution (Lesson 8) and why the Framers believed a new constitution was needed to replace the Articles of Confederation (Lesson 10). Unit 3 consists of seven short lessons on drafting and ratifying the Constitution. **Internet** Constitution Society. *Liberty Library of Constitutional Classics*. http://www.constitution.org/liberlib.htm (See Constitutional Ratification Debates.) This collection of primary documents includes the Declaration of Independence, Articles of Confederation, debates at the Constitutional Convention, and the Federalist and Anti-Federalist Papers. For the Northwest Ordinance, see http://www.constitution.org/cons/northwes.txt This website is recommended as a teacher resource. Crossroads Middle School Curriculum. *What Was the American Revolution? 1760–1836*. http://www.askeric.org/Virtual/Lessons/crossroads/sec4/Unit_4/index.html The Crossroads curriculum is an interdisciplinary approach to culture that integrates English and history in its curriculum. Unit 4 of the eighth-grade program on the American Revolution includes a lesson focusing on early state constitutions. Mulder, Janet. *Debate on Ratification: Should We Ratify the New Constitution?* SCORE. http://score.rims.k12.ca.us/activity/ratification/index.html A teacher-developed lesson explores the arguments over ratification of the U.S. Constitution. National Archives and Records Administration. *The Founding Fathers*. http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/founding_fathers.html This site contains biographies of the 55 delegates to the Constitutional Convention. U.S. History Resources. *The Articles of Confederation* v. *The Constitution*. http://www.polytechnic.org/faculty/gfeldmeth/USHistory.html A chart at this site illustrates the differences in the Articles of Confederation and the Constitution.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
8.3 **Students understand the foundation of the American political system and the ways in which citizens participate in it.**		
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.		
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.		
7. Understand the functions and responsibilities of a free press.		

Sample Classroom Applications	Sample Resources
	The Zenger Trial. *New York* v. *John Peter Zenger* http://www.law.uh.edu/teacher/zenger/ This site contains a synopsis of the 1735 Zenger trial.

FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

Although the Constitution made no allowances for political parties, during Washington's first term different views on the role of the central government emerged and were associated with two of Washington's cabinet officers, Alexander Hamilton and Thomas Jefferson. The differences in their views of both foreign and domestic policy played a large role in the development of the first two political parties in the United States—the Federalists and the Democratic Republicans. In essence, Hamilton and other Federalists believed in a loose construction of the Constitution and encouraged commercial development including a relatively pro-British foreign policy. On the other hand, Jefferson and other Democratic Republicans believed in a strict interpretation of the Constitution, favored agrarian interests, and were pro-French. Students should recognize the differences in the first two major parties, especially in their respective views on the interpretation of the Constitution. They should be able to explain the development of political parties and the role they play in the American political system. Students should evaluate the effectiveness of political parties and explain how political parties open avenues for citizen participation. As citizens, despite their inability to vote or hold public office, students should begin to become directly involved in the civic and political life of their community and recognize that democracy requires the continuing and dedicated participation of an attentive, knowledgeable, and reflective citizenry.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
8.3 **Students understand the foundation of the American political system and the ways in which citizens participate in it.** 4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt). 5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	**II.C.1** Explain the importance of shared political values and principles to American society. **III.F.3** Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. **III.F.5** Explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process. **V.B.1** Evaluate, take, and defend positions on issues involving personal rights. **V.B.3** Evaluate, take, and defend positions on issues involving economic rights.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.6** Use information from a variety of...documents to explain a situation.... **2.7** Evaluate unity, coherence, logic, internal consistency, and structural patterns of text. **History-Social Science Analysis Skills Standards** Chronological and Spatial Thinking 1. Explain how major events are related to one another in time. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Applications **2.3** Write research reports.

Sample Classroom Applications	Sample Resources
Students create "You Are There" newscasts on Shays' Rebellion explaining the position of both the rebels and the Massachusetts government. Ask: What was the political impact of Shays' Rebellion on the development of the Constitution?	**Print** *Active Citizenship Today: Field Guide.* Constitutional Rights Foundation, 1994. A student handbook of tips, methods, and profiles designed to help students plan, implement, and evaluate their own service-learning projects.
Students chart the differences in domestic and foreign policy positions of the Democratic Republican Party and the Federalist Party. Ask: How did each political party view the Constitution?	Blaisdell, Thomas C. Jr., et al. *The American Presidency in Political Cartoons: 1776–1976.* Peregrine Smith, Inc., 1976. This series of political cartoons focuses on central issues in presidential administrations from Washington to Ford. Each cartoon is accompanied by a detailed explanation.
Students read excerpts from Washington's Farewell Address and create political cartoons to illustrate the concerns Washington expressed regarding the development of political parties.	*Civics and Government in Cartoons: A Teacher's Resource Booklet.* MindSparks, 1996. Five key themes in civic education are introduced through contemporary political cartoons. Lesson 5, "The Citizen's Role in American Democracy," explores the key characteristics of good citizenship, the rights and responsibilities of citizens, and the ways citizens can most effectively take part in civic life.
Explain the reasons for the enactment of the Alien and Sedition Acts. Ask: Did the acts violate the rights guaranteed by the Bill of Rights? Explain your views.	Ravitch, Diane (editor). *The American Reader—Words That Moved a Nation.* HarperPerennial, 1991. This collection of American speeches and writings includes Jefferson's first inaugural address.
Use the SCORE lesson, "Origins of U.S. Political Parties," to explore how and why political parties developed.	*We the People.* Level 2. Center for Civic Education, Reprint 2003. Unit 4, "How was the Constitution used to establish our government?" includes a lesson on the development of political parties. Unit 6, "What are the responsibilities of citizens?" consists of two lessons on the importance of citizen participation in our constitutional democracy.
Explain what Jefferson meant in his first inaugural address when he stated, "…But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists…."	*We the People: Project Citizen.* Center for Civic Education, 1996. *Project Citizen* is a portfolio-based civic education project. Students work in groups to identify a community problem and develop a practical action plan to address the issue. This project-based curriculum is an ideal way to develop a meaningful service-learning activity.
Students examine political cartoons from the early national period in American history illustrating the bitterness of party politics (e.g., "The Providential Detection" showing Jefferson burning a copy of the Constitution on the "altar to Gallic Despotism"). Explain how political cartoons were used in marshaling public opinion.	"What Made Washington a Great Leader." *City Works.* Constitutional Rights Foundation, 2002. This series of lessons explores Washington's role in establishing the new government and serving as its first president.
Students draw cartoons reflecting contemporary political party candidates in contention for an elected office. Analyze the effectiveness of political cartoons.	
Students develop charts that show how people can participate in the political process. Explain how political parties foster participation in the political process. Students poll families and neighbors on their participation and graph the findings.	
Use guidelines in *Project Citizen* or *Active Citizenship Today* to develop a project in which students examine an issue important to the school or community and propose a viable solution. Students present recommendations for dealing with the issue to the appropriate school or government agency. Discuss the ways in which citizens can influence governmental decisions. (Service-Learning Activity)	

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
6. Describe the law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups). 8.4 **Students analyze the aspirations and ideals of the people of the new nation.** 2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams' Fourth of July 1821 Address).	V.C.1 Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.	**History-Social Science Analysis Skills Standards** Research, Evidence, and Point of View 2. Distinguish fact from opinion in historical narratives and stories. Historical Interpretation 2. Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Historical and Cultural Context 3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions. Connections, Relationships, Application 5.2 Create an editorial cartoon that expresses personal opinions about current social or political issues.

Sample Classroom Applications	Sample Resources
Work with the League of Women Voters, registrar of voters, and other civic/government agencies to increase voter awareness of the election process and voter turnout in local, state, and national elections. Projects may include: • organizing a "Get Out the Vote" campaign. • creating and disseminating a brochure to inform the public of election issues and agendas. • creating a vehicle for educating eligible non–English-speaking voters of issues and voting process. (Service-Learning Activity)	**Internet** California Department of Education. *Foundations of the American Political System.* History-Social Science Course Model. http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1553 This site includes a one-week lesson on the sharp differences that emerged between supporters of Hamilton and Jefferson in the first Washington administration, resulting in the development of rival political factions. Calliope Film Resources, Inc. *Shays' Rebellion and the Constitution.* http://www.calliope.org/shays/shays2.html This site provides a historical synopsis of Shays' Rebellion and information about the video production. Kelly, Freda. *Origins of U.S. Political Parties.* SCORE. http://rims.k12.ca.us/score_lessons/political_party/index.html This site has a complete teacher-developed lesson on the development of political parties during the Washington administration. National Archives and Records Administration. *United States* v. *Thomas Cooper: A Violation of the Sedition Law.* http://www.archives.gov/digital_classroom/lessons/sedition_law_case/sedition_law_case.html This site contains one of the National Archives and National Council for the Social Studies "Teaching with Documents" lessons. The lesson uses documents in the National Archives to explore a court case involving a Republican editor found guilty of violating the Sedition Act of 1798. The Ohio State University. *Alien and Sedition Acts.* http://ohioteach.history.ohiostate.edu/lessons/The%20Alien%20and%20Sedition%20Acts.htm The Ohio State University History Department site discusses the Alien and Sedition Acts and includes links to other websites. Thomas Jefferson on Politics and Government. *Publicly Supported Education.* http://etext.lib.virginia.edu/jefferson/quotations/jeff1370.htm This is a series of Jefferson quotes on the importance of public education in a democracy.

SECTIONAL CONFLICTS

In the antebellum period, the nation confronted a wide range of issues from the constitutionality of a national bank to federal support for public improvements. As states began to reduce their basic requirements for voting, more and more people began to become actively involved in the political process. Despite the extension of the franchise to the "common man," women and most free African Americans were denied the right to vote. Geographic and economic differences further divided the nation and the issue of slavery and its extension into the new territories further drove a sectional wedge between North and South. The nullification crisis brought the nation to the brink of a civil war. A spirit of compromise helped defuse the threat of conflict; however, by the mid-1800s a growing animosity placed the United States in peril. Students should analyze the attempts to abolish slavery and to realize the ideals of the Declaration of Independence. They should recognize the ends to which abolitionists and pro-slavery advocates were willing to go to achieve their commitment to a cause. Students should recognize the major sectional differences and their constitutional implications. They should be able to explain the rationale for and against the states' rights doctrine and examine how the Constitution was used to support each position. Students should be able to identify the earliest origins of the doctrine of nullification. They should be able to evaluate, take, and defend a position on the issue.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. 2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System). 6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	II.B.1 Identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society. II.C.2 Describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. II.D.2 Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. II.D.3 Evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. 2.6 Use information from a variety of...documents to explain a situation.... 2.7 Evaluate unity, coherence, logic, internal consistency, and structural patterns of text. **History-Social Science Analysis Skills Standards** Research, Evidence, and Point of View 5. Detect the different historical points of view on historical events and determine the context in which the historical statements were made.

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SAMPLE CLASSROOM APPLICATIONS	SAMPLE RESOURCES
Explain arguments used by strict constructionists in opposition to federal support for internal improvements. Students research the conflict between the executive and judicial branches of the federal government during the Jackson administration involving the Cherokee (e.g., *Worcester* v. *Georgia*) and explain its constitutional implications. Examine the 1832 political cartoon "King Andrew the First" and explain the symbolism of Andrew Jackson portrayed as a monarch clutching the "veto" and standing on scraps of paper identified as the Constitution, internal improvements, and the Bank of the United States. Students write letters to the editor using the Constitution to support or reject the political commentary of the cartoonist. Students read excerpts from the Webster-Hayne Debate (1830) and explain the arguments used by each to support or refute the doctrine of state sovereignty and nullification. To what extent did Senators Daniel Webster and Robert Hayne rely on the Constitution to support their positions? Stage a "Meeting of the Minds" panel discussion in which students role-play abolitionist leaders and their legal and extralegal proposals to secure political change. Use Unit 4 of *The American Album* (Constitutional Rights Foundation) to conduct a moot court hearing of the Dred Scott case before the Supreme Court. Explain the issues in the case and the consequences of the Court's decision. Students write editorials defending or refuting Chief Justice Taney's decision in the Dred Scott case. Use "How Women's Rights Began," Lesson 3 of *Project History* (Constitutional Rights Foundation), to compare the Declaration of Independence to the Seneca Falls Declaration of Sentiments and Resolutions (1848) and conduct an activity in which students use these models to create a Declaration of Rights for teenagers. Students read Abraham Lincoln's "House Divided" speech and explain the two most important points of the speech. Why did Lincoln use the metaphor of a house divided? According to Lincoln, how could sectional differences be solved?	**Print** *The American Album*. Constitutional Rights Foundation, 1987. Unit 4 provides readable background information on the Dred Scott case and gives excerpts from Justice Taney's decision. Dumbeck, Kristina. *Leaders of Women's Suffrage*. Gale Group, 2001. The text profiles the lives and work of important American women who fought for woman suffrage, including Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Alice Paul, and Carrie Chapman Catt. Feelings, Tom. *The Middle Passage: White Ships-Black Cargo*. Dial Books, 1995. This book includes dramatic charcoal drawings of the slave trade. *Project History*. Constitutional Rights Foundation, 2003. This supplementary text with product-based readings and activities is tied to the California Standards. Ravitch, Diane (editor). *The American Reader—Words That Moved a Nation*. HarperPerennial, 1991. This collection of American speeches and writings includes Daniel Webster's speech against nullification and the Seneca Falls Declaration of Sentiments and Resolutions. *Slavery in the 19th Century*. National Center for History in the Schools, 2000. A complete teaching unit provides a variety of documents on slavery and African American culture. *We the People*, Level 2. Center for Civic Education, Reprint 2003. Unit 5, "How does the Constitution protect our basic rights?" includes specific lessons on the expansion of suffrage and how the Constitution protects our right to equal protection of the laws and due process. **Internet** Archives of America. *What to the Slave Is the Fourth of July?* http://douglass.speech.nwu.edu/doug_a10.htm This site includes Frederick Douglass's famous speech on the meaning of Independence Day for African Americans, delivered on July 5, 1852. Constitution Society. *Liberty Library of Constitutional Classics*. The Webster-Hayne Debate. http://www.constitution.org/hwdebate/hwdebate.htm The full debate is included on this website. This debate is recommended as a teacher resource and may be excerpted for student use.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. 2. Trace origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writing and historical documents on Nat Turner, Denmark Vesey). **8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.** 1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition of the Supreme Court). **8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.** 2. Discuss the abolition of slavery in early state constitutions. 5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854),	V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.	WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.1 Create compositions that establish a controlling impression.... 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. Writing Applications 2.3 Write research reports. 2.4 Write persuasive compositions. **History-Social Science Analysis Skills Standards** Research, Evidence, and Point of View 4. Assess the credibility of primary and secondary sources and draw sound conclusions from them. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications 2.3 Deliver research presentations. 2.4 Deliver persuasive presentations. **History-Social Science Analysis Skills Standards** Historical Interpretation 4. Recognize the role of chance, oversight, and error in history. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Historical and Cultural Context 3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions. Connections, Relationships, Application 5.2 Create...an editorial cartoon that expresses personal opinions about current social or political issues.

SAMPLE CLASSROOM APPLICATIONS	SAMPLE RESOURCES
Students read excerpts from the Lincoln-Douglas debates. They explain the different views of the two men on the question of slavery and its extension into the territories. Have students assume the role of nineteenth-century newspaper correspondents and write articles on one of the debates. Explain the issues that were discussed and the basic arguments presented in the debate.	The History Place. *House Divided Speech.* http://www.historyplace.com/lincoln/divided.htm This site includes Abraham Lincoln's June 1858 "House Divided" speech delivered at Springfield accepting the Republican Party's nomination for the Senate. Illinois Historical Digitalization Project. *Lincoln-Douglas Debates of 1858.* http://Lincoln.lib.niu.edu/lincolndouglas/lesson1.html This website includes a lesson plan with links to the debate texts, newspaper commentaries, maps, and a video. Home Outline Essay Texts. *The Dred Scott Case.* http://odur.let.rug.nl/~usa/D/1851-1875/dredscott/dred3.htm This site contains the full text of Chief Justice Taney's decision in this landmark Supreme Court case. National Digital Library, Library of Congress. *African-American Mosaic.* www.loc.gov/exhibits/african/abol.html This National Digital Library site includes handbills, songs, and minutes of anti-slavery meetings from the Library of Congress collection. Nineteenth Century Documents Project. *Slavery and Sectionalism.* http://www.furman.edu/~benson/docs/ This exceptional source contains links to speeches on slavery and sectionalism. PBS. *Africans in America.* http://www.pbs.org/wgbh/aia/home.html This website contains an extensive history of slavery and the African American experience. The site offers a menu of topics from 1450 to 1875. Secession Era Editorial Project. *Dred Scott Editorials.* http://history.furman.edu/~benson/docs/dsmenu.htm This site contains a collection of editorials from leading newspapers, both North and South, on the Dred Scott decision. The home page also provides access to editorials on other sectional issues prior to the outbreak of the Civil War.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
the *Dred Scott* v. *Sandford* decision (1857), and the Lincoln-Douglas debates (1858). 8.10 **Students analyze the multiple causes, key events, and complex consequences of the Civil War.** 1. Compare the conflicting interpretations of state and federal authority in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun. 3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.		

Sample Classroom Applications	Sample Resources

CIVIL WAR AND RECONSTRUCTION

The conflict between states' rights and federal authority exacerbated by violent clashes between advocates and opponents of slavery and its extension led to the outbreak of the Civil War. After the Civil War the U.S. Constitution was amended. The Thirteenth Amendment abolished slavery; the Fourteenth defined citizenship and guaranteed "equal protection of the laws"; and the Fifteenth Amendment extended the right to vote to African American males. The new birth of freedom promised by these Reconstruction amendments was not fully realized, and they were soon eroded by state and community "Jim Crow" laws that legalized discrimination and instituted a rigid segregation policy.

A new industrial revolution following the Civil War ushered in an era known as "the Gilded Age." Large corporations and cartels began to exert political influence and urged the passage of legislation to protect their business interests. Fraternal organizations such as the National Grange and labor unions began to take a more active role in politics to ensure that their voices were heard. Students should examine the consequences of the Civil War and Reconstruction. They should explain how the Industrial Revolution following the Civil War transformed the American economy and changed political conditions in the United States.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. 4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865). **8.11 Students analyze the character and lasting consequences of Reconstruction.** 1. List the original aims of Reconstruction and describe its effects on political and social structures of different regions.	**II.B.3** Evaluate, take, and defend positions on the value and challenges of diversity in American life. **II.D.2** Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. **II.D.3** Evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. **III.A.2** Explain how and why powers are distributed and shared between national and state governments in the federal system. **III.F.3** Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.2** Analyze text that uses proposition and support patterns. **2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas. **2.4** Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. **2.6** Use information from a variety of...documents to explain a situation.... **History-Social Science Analysis Skills Standards** Historical Interpretation **5.** Recognize that interpretations of history are subject to change as new information is uncovered.

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Sample Classroom Applications

Read Lincoln's Gettysburg Address aloud. Explain how Lincoln called upon the nation to rededicate itself to the ideals expressed in the Declaration of Independence.

Explain how and why the powers of the executive branch were expanded during the Lincoln administration. Ask: To what extent did the expansion of executive power upset the balance of powers provided by the Constitution?

Some consider the Civil War as the "Second American Revolution." In a short essay or oral report, each student supports or rejects this characterization of the Civil War.

Explain the importance of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Ask: How effective were these Reconstruction amendments in expanding core values of American constitutional democracy? How did proponents of the civil rights movement of the 1950s and 1960s use the Fourteenth Amendment to challenge racial segregation?

Assess the goals of Reconstruction and evaluate measures to achieve these goals.

Explain the arguments in favor of extending the suffrage to women at the time of the ratification of the Fifteenth Amendment. Ask: What measures did the woman's suffrage movement use to keep the issue before the Congress in the post-Reconstruction era? How effective was the suffrage movement in achieving its goals?

Use the lesson *How Can Big Business Make Money From Tariffs?* (National Council for Economic Education) to show the impact business made on special interest legislation supporting tariffs.

Use the SCORE lesson, "Populists Advise Progressives" and have students assume the roles of Populists and make speeches offering advice to members of the new Progressive Party. How can citizens play a role in the development of public policy? How effective are third parties in promoting their agenda?

Use Lesson 6 of *Project History* (Constitutional Rights Foundation) to examine the problems of monopoly in the American economic system and Progressive legislation used to address such business practices.

Sample Resources

Print

Freedman, Russell. *Lincoln: A Photobiography.* Clarion Books, 1987: The life of Lincoln is traced through photographs and text.

Project History. Constitutional Rights Foundation, 2003. This supplementary text with product-based readings and activities is tied to the California Standards.

Ravitch, Diane (editor). *The American Reader—Words That Moved a Nation.* HarperPerennial, 1991. This collection of American speeches and writings includes Lincoln's inaugural addresses and the Gettysburg Address.

We the People. Level 2. Center for Civic Education, Reprint 2003. Unit 5, "How does the Constitution protect our basic rights?" includes specific lessons on the expansion of suffrage and how the Constitution protects our right to equal protection of the laws and due process.

We the People: Project Citizen. Center for Civic Education, 1996. This project-based curriculum is an ideal way to develop a meaningful service-learning activity.

Wills, Gary. *Lincoln at Gettysburg: Words That Remade America.* Simon & Schuster, 1993. Wills carefully examines the power of the 272 words that make up this memorable address. Recommended as a teacher resource.

Internet

The American Civil War Homepage. *The American Civil War.*
http://sunsite.utk.edu/civil-war/
This site provides hypertext links to the most useful identified Civil War electronic files.

American Memory, Library of Congress. *By Popular Demand. "Votes for Women" Suffrage Pictures, 1850–1920.*
http://memory.loc.gov/ammem/vfwhtml/vfwhome.html
This site includes a collection of photographs and cartoons on the suffrage movement in the Library of Congress collection.

Hamrick, Eliza, and Donna Levene. *"Women, Their Rights and Nothing Less" The Suffrage Movement From 1840–1920.*
http://memory.loc.gov/ammem/ndlpedu/lessons/99/suffrage/intro.html
A teacher-developed lesson uses documents in the Library of Congress.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws. 5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction. **8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.** 3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. 7. Identify the new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism. 8. Identify the characteristics and impact of Grangerism and Populism.	V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.	WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.1** Create compositions that establish a controlling impression.... **1.3** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. Writing Applications **2.3** Write research reports. **2.4** Write persuasive compositions. **History-Social Science Analysis Skills Standards** Research, Evidence, and Point of View **4.** Assess the credibility of primary and secondary sources and draw sound conclusions from them. **5.** Detect the different historical points of view on historical events and determine the context in which the historical statements were made. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications **2.1** Deliver narrative presentations.... **History-Social Science Analysis Skills Standards** Historical Interpretation **1.** Explain the central issues and problems from the past, placing people and events in a matrix of time and place. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Connections, Relationships, Applications **5.2** Create...an editorial cartoon that expresses personal opinions about current social or political issues.

Sample Classroom Applications	Sample Resources
	Kelly, Freda. *Populists Advise Progressives.* SCORE. http://score.rims.k12.ca.us/activity/populist/ In this teacher-developed simulation, students assume the role of Populists and advise Progressives on how to achieve reforms in American society. National Council for Economic Education. *How Can Big Business Make Money From Tariffs?* http://ecedweb.unomaha.edu/lessons/feus1.htm This site contains a two-day lesson on the interaction of American business and government in the late nineteenth and early twentieth centuries. PBS. *Africans in America.* http://www.pbs.org/wgbh/aia/home.html This website contains an extensive history of slavery and the African American experience. The site offers a menu of topics from 1450 to 1875.

10

Grade 10

world history, culture, and geography: the modern world

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Civic education content and skills in the California History-Social Science Standards include

- Historical origins of basic constitutional concepts (Standards 10.1.1, 10.1.2, 10.1.3, 10.2.1, 10.2.2, 10.2.3, and 10.2.4)
- Authoritarian and totalitarian regimes (Standards 10.5.5, 10.6.3, 10.7.1, 10.7.2, 10.7.3, and 10.9.4)
- Self-determination of peoples (Standards 10.4.3, 10.4.4, 10.6.1, 10.9.5, 10.9.6, 10.9.7, and 10.10.3)

Overview drawn from the California History-Social Science Framework

The tenth grade course of study examines major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course furthers understanding of the origins, evolution, and significance of democratic ideas. Students review the significant ideas of the Enlightenment thinkers and their effect on democratic revolutions in England, the United States, France, and Latin America. The natural rights philosophy, on which these democratic revolutions are based, is discussed and analyzed in more detail than in earlier grades. The study of modern world history improves student understanding of the political philosophy underpinning the American political system, the uniqueness of the American political experiment, and the influence of the American system on other nations. Through a study of modern authoritarian and totalitarian states, students learn the critical importance of constitutionalism, popular sovereignty, consent of the governed, and the safeguarding of individual rights.

HISTORICAL ORIGINS OF BASIC CONSTITUTIONAL CONCEPTS

Some of the basic ideas of current democratic systems had their origins in the political systems of ancient Greece and Rome. These include the ideas of direct democracy, republicanism, representation, and the concept of a constitution. These ideas have been introduced in grades 6 through 8. At this grade level, these ideas and their evolution to the present day are examined in greater depth. Students should be able to trace the development of Western political ideas from ancient Greece and Rome through medieval Europe and the Enlightenment. They should be able to explain how the Founders of the American republic put into practice the political theories of the Enlightenment and how some other countries of the world emulated aspects of the American system of constitutional government.

California History-Social Science Standards

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of Western political ideas of the rule of law and the illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

National Standards for Civics and Government

I.A.1 Explain the meaning of the terms civic life, politics, and government.

I.A.3 Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.

I.B.1 Explain the essential characteristics of limited and unlimited governments.

I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.

I.B.3 Explain and evaluate the arguments that civil society is a perquisite of limited government.

I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.

I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

Other Relevant California Standards

READING ACTIVITIES AND APPLICATIONS

English-Language Arts Standards

Reading Comprehension

2.3 Generate relevant questions about readings on issues that can be researched.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

History-Social Science Analysis Skill Standards

Chronological and Spatial Thinking

1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Research, Evidence, and Point of View

1. Distinguish valid arguments from fallacious arguments in historical interpretations.

Historical Interpretation

4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

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Sample Classroom Applications

Students identify one element in each of the following documents that exemplifies the concept of constitutionalism. Alternately, students identify one major democratic idea in each of the following documents.

- Magna Carta
- Mayflower Compact
- English Bill of Rights
- Declaration of Independence
- French Declaration of the Rights of Man and Citizen
- U.S. Constitution
- U.S. Bill of Rights

Students select one essential political freedom (e.g., freedom of religion, speech, press, assembly) and one economic freedom (e.g., own and dispose of property, engage in business enterprises) and explain in short essays why they are essential to the maintenance of constitutional democracies.

Cite historical and contemporary examples of how the Declaration of Independence and the U.S. Constitution and Bill of Rights have influenced other revolutionary movements and governments around the world.

Students examine artistic or literary expressions of patriotism in the American, French, and Latin American revolutions and identify the expressed values or principles.

Students analyze current or recent political platforms or speeches by candidates for Congress or statewide offices for evidence of classical republican or natural rights philosophies. Students present their findings in oral presentations.

Identify current examples of the application of the ideas of (1) natural rights, (2) classical republicanism, and (3) constitutional government. (See Units 1 and 6 of *We the People: The Citizen and the Constitution.*)

Sample Resources

Print

American Legacy: The United States Constitution and Other Essential Documents of American Democracy. Center for Civic Education, 1997. This booklet features the texts of many American political documents; there is no commentary.

Croddy, Marshall, and Coral Suter. *Of Codes and Crowns.* Constitutional Rights Foundation, 1992. Unit Three, "Blood Feuds: Making Rules Work" traces the development of law in ancient Greece.

"Innovations in Law." *Bill of Rights in Action.* Constitutional Rights Foundation, Vol. 16, No. 4 (Fall 2000). The first article examines the code of laws developed by the ancient Hebrews, which influenced Roman law, English law, and our own Declaration of Independence and Constitution. The second article explores Thomas Jefferson's writing of the Declaration of Independence and the source of his ideas for this document. Suggested activities are included. The lessons are online at http://www.crf-usa.org/bria/bria16_4.htm#natural

Rhodehamel, John H., Stephen F. Rohde, and Paul Von Blum. *Foundations of Freedom.* Constitutional Rights Foundation, 1991. The first chapter, "Origins," is a short narrative history of the development of individual rights in English law from the Magna Carta to the Glorious Revolution of 1689.

We the People: The Citizen and the Constitution. Level 3. Center for Civic Education, 1995. The first unit of this text includes a set of nine lessons on the philosophical and historical foundations of the American political system, the first three of which deal directly with their classical roots. Lesson 38 in Unit VI examines the historical and contemporary impact of American constitutionalism on other countries.

"When Roman Law Ruled the Western World." *Bill of Rights in Action.* Constitutional Rights Foundation, Vol. 17, No. 4 (Fall 2001). The article examines Roman law, which helped hold the empire together and is the basis for many modern law codes. Suggestions for writing and a student activity are included. The lesson is online at http://www.crfusa.org/bria/bria17_4.htm#roman

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
1. Compare the major ideas of philosophers and their effects on democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison). 2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). 3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	II.D.1 Explain the meaning of the terms "liberal" and "democracy" in the phrase "liberal democracy." IV.C.1 Evaluate, take, and defend positions about the impact of American political ideas on the world.	WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.3 Use clear research questions and suitable research methods.... 1.5 Synthesize information from multiple sources.... Writing Applications 2.3 Write expository compositions including analytical essays and research reports. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View 3. Evaluate major debates among historians concerning alternative interpretations of the past.... Historical Interpretation 3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View 4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Sample Classroom Applications	Sample Resources

Internet

AmericanRevolution.org. *Internet Gateway to the American Revolution.*
http://www.americanrevolution.org
This site contains some good primary sources and many links.

Avalon Project, Yale Law School. *Declaration of the Rights of Man, 1789.*
http://www.yale.edu/lawweb/avalon/rightsof.htm
This site contains an English translation of the complete text of this basic 1789 document of the French Revolution. The complete text of the English Bill of Rights is also available online at
http://www.yale.edu/lawweb/avalon/england.htm

The Bolivian Republic. *Simón Bolivar.*
http://www.geocities.com/Athens/Acropolis/7609/eng/
This site has a biographical sketch of the liberator of New Granada, along with a summary of Bolivar's political beliefs. English and Spanish versions are available.

Claremont Institute, The Founders Library. *User's Guide to the Declaration of Independence.*
http://www.founding.com
This site brings the Declaration of Independence to life. Not only is there information about its writing and the Founders, but there are discussions of topics from today and from critical periods of American history.

George Mason University. *Liberty, Equality, Fraternity: Exploring the French Revolution.*
http://chnm.gmu.edu/revolution/
The website includes documents, maps, pictures, music, and much more.

Growth of Democratic Tradition: Age of Enlightenment. SCORE.
http://rims.k12.ca.us/score_lessons/growth_of_democratic/
This site provides a brief introduction to the ideas of some British and French Enlightenment thinkers. The site consists of an overview page that discusses the changes from absolutism to constitutionalism and also includes lesson plans.

The History Net. *The Athenian Constitution by Aristotle.*
http://www.knuten.liu.se/~bjoch509/works/aristotle/ath_constitution.txt
This site contains Aristotle's long and detailed account of the history and provisions of Solon's constitution for Athens.

175

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Historical and Cultural Context 3.1 …Discuss…political developments reflected in the works of art examined (Advanced). 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art (Proficient).

Sample Classroom Applications	Sample Resources
	Houghton, Bob. *The Bill of Rights—A Virtual Museum.* SCORE. http://rims.k12.ca.us/score_lessons/bill_of_rights/index.htm This site contains a discussion of each of the first Ten Amendments with discussion suggestions for each. *How Revolting It Is: Comparing the French and American Revolutions in January 1793.* SCORE. http://rims.k12.ca.us/score_lessons/revolting A lesson plan compares and contrasts the American and French Revolutions. National Archives and Records Administration. *Magna Carta and Its American Legacy.* http://www.nara.gov/exhall/charters/magnacarta/magintrp.html This website includes an explanation of the history and impact of the Magna Carta on the U.S. Constitution. The site also includes a translation of the text of the Magna Carta. Rüfner, Thomas. *Questions and Answers on Roman Law.* http://www.jura.uni-sb.de/Rechtsgeschichte/Ius.Romanum/RoemRFAQ-e.html This site includes a series of questions on Roman law with short responses.

AUTHORITARIAN AND TOTALITARIAN REGIMES

The twentieth century witnessed the development of brutal totalitarian regimes. Students should learn about the differences between democratic and totalitarian political systems. They should critically examine such questions as how dictators, of both the right and left, gain and maintain power. They should be able to explain how a vigilant citizenry committed to fundamental democratic values and principles is essential to the maintenance of constitutional democracy.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
10.5 Students analyze the causes and course of the First World War. 5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens. **10.6 Students analyze the effects of the First World War.** 3. Understand the widespread disillusionment with pre-war institutions, authorities, and values that resulted in a void that was later filled by totalitarians. **10.7 Students analyze the rise of totalitarian governments after World War I.** 1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag). 2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law. I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms. I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government. IV.B.3 Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles (e.g., commitment to human rights).	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Generate relevant questions about readings on issues that can be researched. **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking 1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.3 Use clear research questions and suitable research methods. 1.4 Develop the main ideas within the body of the composition through supporting evidence.... 1.5 Synthesize information from multiple sources.... Writing Applications 2.3 Write expository compositions including analytical essays and research reports. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View 2. Identify bias and prejudice in historical interpretations.

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Sample Classroom Applications

Describe the processes by which twentieth century dictators such as Stalin, Hitler, Mao Zedong, Slobodan Milosevic, and Saddam Hussein created and attempted to maintain totalitarian states.

Students research genocides that have taken place under totalitarian regimes. They explain measures that can be taken to prevent future acts of genocide. Invite survivors of genocides who have settled in your community to speak to students about their experiences and recommendations for preventing future genocides.

Students research the events that led to the massacre in Tiananmen Square (June 1989). Each student writes an editorial on the pro-democracy, student-led movement and its repression by the Chinese regime.

Explain how and why totalitarian regimes attempt to control information and silence dissent. Students research the effectiveness and consequences of such actions in a specific nation. They also research countermeasures used by civil society and government in dealing with such regimes (e.g., Human Rights Watch, Radio Free Europe, Amnesty International).

Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights.

Explain how the ideas of "individual rights," "limited government," "rule of law," and "consent of the governed," have been used to de-legitimize authoritarian and totalitarian regimes.

Explain how civil society can serve to counterbalance the powers of government.

Conduct interviews to document stories of those who participated in World War II or other wars against totalitarian or authoritarian regimes (e.g., veterans, defense workers, internees, Holocaust survivors). Ask the participants to explain reasons for the wars and describe the characteristics of the regimes. Preserve these oral histories in a book and present it to the school or local library. (Service-Learning Activity)

Sample Resources

Print

California Department of Education. *Model Curriculum for Human Rights and Genocide.* California Department of Education, 1987. This teacher guide, aligned with the History-Social Science Framework, contains a model for developing lessons on human rights issues and recommended curriculum resources.

California Department of Education. *World History, Culture, and Geography: The Modern World.* California Department of Education, 1995. This "course model" provides an extensive annotated list of resources on the totalitarian regimes of Nazi Germany and Stalinist Russia.

De Jonge, Alex. *Stalin and the Shaping of the Soviet Union.* William Morrow and Company, 1986. This is a full-length biography of Josef Stalin.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice (High School Edition). Center for Civic Education, 1995. Several lessons explore the nature of authority and its sources. The text also explains how dictators take and use power.

Orwell, George. *1984.* Knopf, 1992. This classic novel, written in the 1950s, explores a future totalitarian society.

Ravitch, Diane, and Abigail Thernstrom (editors). *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide.* HarperCollins, 1992. An appeal to Deng Xiaoping, the May 19 Petition of the Student Democratic Movement, and poems from Tiananmen Square are among the short readings included in this collection.

Shirer, William. *The Rise and Fall of the Third Reich.* Simon and Schuster, 1960. This is a classic full-length history of Nazi Germany.

"The Suppression of Art in Nazi Germany." *Bill of Rights in Action.* Constitutional Rights Foundation, Vol. 13, No. 2 (Spring 1997). This is an article on the Nazi government's opposition to art it considered "degenerate." Questions for discussion and an activity on government suppression of the arts are included. The article and recommended activity may also be found online at http://www.crf-usa.org/bria/bria13_2.html#nazi
The online version includes "hot links" to selected works of art that were outlawed by the Nazis.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits. **10.9 Students analyze the international developments in the post-World War II world.** 4. Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).		4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources, and apply it in oral and written presentations. Historical Interpretation 2. Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. 4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. 1.8 Produce concise notes for extemporaneous delivery. **History-Social Science Analysis Skill Standards** Historical Interpretation 3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Historical and Cultural Context 3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined (Advanced). Aesthetic Valuing 4.1 Articulate how…current social, economic, and political contexts influence the interpretations of the meaning or message in a work of art (Proficient).

Sample Classroom Applications	Sample Resources
	Internet Asia Society. *China: Fifty Years Inside the People's Republic.* http://www.AsiaSociety.org/arts/chinaphotos/ A chronology of Chinese history; the latter part of this time line details a number of measures designed to eliminate opposition to Mao and party rule. The History Place. *The Rise of Adolph Hitler: Hitler Becomes Dictator.* http://www.historyplace.com/worldwar2/riseofhitler/dictator.htm This site includes a moderately detailed narrative of steps taken to consolidate Hitler's power in Germany in 1932–34. Library of Congress, American Memory. *After the Day of Infamy: "Man-on-the-Street" Interviews Following the Attack on Pearl Harbor.* http://memory.loc.gov/ammem/afcphhtml/afcphhome.html Recordings of over 200 individuals across the United States reflect the diverse opinions concerning the war and other social and political issues of the day. Library of Congress, Soviet Archives Exhibit. *The Internal Workings of the Soviet System.* http://archive.ncsa.uiuc.edu/SDG/Experimental/soviet.exhibit/intro1.html This website contains a discussion of the Bolshevik regime and the methods it used to secure power, including the Stalinist purges. The site includes a number of illustrative documents of the Soviet purges and police terror. Poon, Leon. *History of China.* http://www-chaos.umd.edu/history/welcome.html This site includes a narrative history of China with links to other China sites.

SELF-DETERMINATION OF PEOPLES

Peoples throughout history have long sought to determine their own destiny. Eighteenth-century revolutions sought to create new systems of government based on popular sovereignty. Wars of independence in the Western Hemisphere in the early nineteenth century secured self-government for most of Latin America; however, most of the new sovereign nations failed to limit governmental power. The break-up of multiethnic empires after World War I changed the map of Europe. Woodrow Wilson had issued a call for an end to World War I based on Fourteen Points, chief among them was the call for self-determination of peoples and the establishment of new European nation-states.

After World War II, colonial empires around the world began to collapse as peoples in Africa and Asia sought to determine their own destinies. World War II, however, created a new imperialism with the Soviet Union's establishment of satellite states, or dependencies, in nations liberated from Nazi occupation. Students should examine the factors that ultimately led to the overthrow of Soviet domination of Eastern Europe. They should be able to recognize the methods used to win freedom and evaluate the efforts of emerging democracies to secure basic rights of their citizens.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
10.4 **Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.** 3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. 4. Describe the independence struggles of colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion. 10.6 **Students analyze the effects of the First World War.** 1. Analyze the aims and negotiating roles of world leaders, the terms and	IV.A.1 Explain how the world is organized politically. IV.A.2 Explain how nation-states interact with each other. IV.A.3 Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Generate relevant questions about readings on issues that can be researched. 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. **History-Social Studies Analysis Skill Standards** Historical Interpretation 2. Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. 4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

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Sample Classroom Applications

Examine President Woodrow Wilson's Fourteen Points and explain how the principle of self-determination of people became a rallying point for ethnic minorities in European empires and colonized peoples in Africa and Asia.

Each student writes an essay explaining how the American experience has encouraged people under colonial rule to strive for self-determination.

Debate the proposition that British and French colonial policies of the nineteenth and early twentieth centuries laid the basis for the development of constitutional democratic governments in their respective colonies.

Students research how other nations of the world have used the American Declaration of Independence of the eighteenth century as a model for political freedom in the twentieth century. Ask: What are the principles expressed in the Declaration of Independence that have inspired other nations?

Discuss the distinction between power and authority as set forth in *Foundations of Democracy: Authority* (Center for Civic Education).

Students research the efforts of Eastern European governments to achieve independence from Soviet domination in the 1950s and 1960s. They explain the reasons for and consequences of movements for self-determination in Eastern Europe. Ask: How did these freedom movements in Poland, Hungary, and Czechoslovakia lay the basis for the emergence of democracy in the latter part of the twentieth century?

Have students read Vaclav Havel's "Power of the Powerless" essay written in 1978 calling for each person to assume responsibility to prevent dictatorship (see Ravitch and Thernstrom's *The Democracy Reader*). Ask: What are the salient points in his essay? Why does Havel assert that an individual who fails to resist a dictator shares responsibility for the regime?

Identify some of the most important causes of the collapse of the former Soviet Union.

Students select one of the nations that was formerly a part of the Soviet Union and identify some of the difficulties of its attempted transition from a totalitarian state to constitutional democracy.

Poll community leaders to gather their ideas on what they consider the greatest threats to democratic institutions in the contemporary world. Compile poll results and send to your local newspaper. (Service-Learning Activity)

Sample Resources

Print

California Department of Education. *World History, Culture, and Geography: The Modern World.* California Department of Education, 1995. This course model provides sample lessons and recommended resources on topics outlined in the California History-Social Science Framework. Unit IV, "The Rise of Imperialism and Colonialism" uses a case study of India to explore the topic.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice (High School Edition). Center for Civic Education, 1993. Lessons explore the nature of authority and its sources.

Ravitch, Diane, and Abigail Thernstrom (editors). *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide.* HarperCollins, 1992. Vaclav Havel's "Power of the Powerless" essay on the responsibility each person shares for perpetuating dictatorship by daily compliance with the regime and Lech Walesa's Nobel Peace Prize lecture are among the short readings included in this collection of primary sources.

Rohr, Janelle (editor). *Eastern Europe: Opposing Viewpoints.* Greenhaven Press, 1990. This volume in the Opposing Viewpoints series examines the effects of the revolutions in Eastern Europe and the impact of German reunification.

Shinew, Dawn, and John Fischer. *Comparative Lessons for Democracy.* Center for Civic Education and The Ohio State University, 1997. This is an international conceptual framework with examples from Eastern European nations.

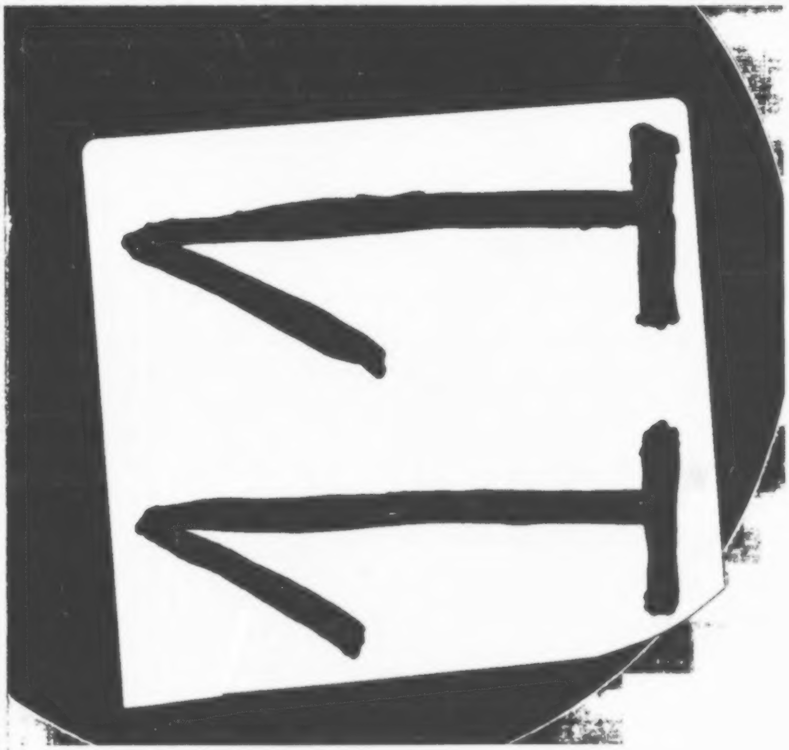
Internet

Avalon Project, Yale Law School. *President Woodrow Wilson's Fourteen Points.*
http://www.yale.edu/lawweb/avalon/wilson14.htm
President Wilson's peace proposal of January 8, 1919, can be found at this site.

Center for Civic Education. CIVNET.
http://www.civnet.org/resources/res_teach_frameset.htm
This site contains an international list of seminal documents on the nature of democracy as well as curriculum outlines on democratic leadership, several of them containing lists of the essential ingredients of democracies. The site also includes selected lessons.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. 10.9 **Students analyze the international developments in the post-World War II world.** 5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control. 6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs. 7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics. 10.10 **Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.** 3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.3 Use clear research questions and suitable research methods.... 1.4 Develop the main ideas within the body of the compositions through supporting evidence. 1.5 Synthesize information from multiple sources.... Writing Applications 2.3 Write expository compositions including analytical essays and research reports. 2.4 Write persuasive compositions. **History-Social Studies Analysis Skill Standards** Chronological and Spatial Thinking 1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. Research, Evidence, and Point of View 4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. 1.8 Produce concise notes for extemporaneous delivery. **History-Social Studies Analysis Skill Standards** Research, Evidence, and Point of View 1. Distinguish valid arguments from fallacious arguments in historical interpretations. 2. Identify bias and prejudice in historical interpretations.

Sample Classroom Applications	Sample Resources
	Constitutional Rights Foundation. http://www.crf-usa.org/ A set of downloadable readings and activities covers a range of historical and contemporary issues relating to twentieth-century world history. The service is free.



Grade 11

united states history and geography: continuity and change in the twentieth century

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Civic education content and skills in the California History-Social Science Standards include

- The philosophy of government (Standards 11.1.1, 11.1.2, 11.1.3, and 11.3.5)
- Growth of American democracy (Standards 11.2.3, 11.2.8, 11.2.9, 11.3.1, and 11.11.1)
- Challenges to American constitutional democracy (Standards 11.3.3, 11.5.2, 11.6.4, 11.7.5, 11.8.5, 11.9.3, 11.11.4, and 11.11.5)
- Development of federal civil rights and voting rights (Standards 11.5.4, 11.10.1, 11.10.2, 11.10.5, 11.10.6, and 11.10.7)

Overview drawn from the California History-Social Science Framework

The eleventh grade course of study begins with a review of the Enlightenment and the rise of democratic ideas as important elements of the context in which this nation was founded. The course focuses on major turning points in twentieth century American history. During the year, certain themes are emphasized including the continuing tensions between the individual and the state and between minority rights and majority power. The study of contemporary United States history, therefore, requires a review and re-examination of the development of the American political experiment. Students should understand that our rights and freedoms are based on a set of political values and principles embodied in the U.S. Constitution and cherished by the American people. Students should recognize the importance of these basic freedoms while realizing that liberty is not license. They should examine ways in which citizens can participate in our democratic society. The course of study addresses change over time and emphasizes the efforts that have been made to reduce the disparities between ideals and reality in American political and social life.

THE PHILOSOPHY OF GOVERNMENT

Judeo-Christian traditions, classical Greek and Roman governmental institutions, English common law, and the British constitution, along with the political thought of the natural rights philosophers, formed the intellectual underpinning of the American philosophy of government. Students should draw upon their knowledge of the rise of democratic institutions from previous studies. They should be able to explain the political philosophy upon which the nation was founded and the importance of establishing a constitution that limited the power of government. Students should be able to cite examples of American federalism and understand the conflicts that arose over issues relating to federal versus state authority.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
11.1 **Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.** 1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. 2. Analyze the ideological origins of the American Revolution, the Founders' philosophy of unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights. 3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	II.A.1 Explain the central ideas of American constitutional government and their history. These include ideas from the natural rights philosophy such as life, liberty, and popular sovereignty. II.D.2 Explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy. III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.3** Verify and clarify facts presented in expository texts. **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **History-Social Studies Analysis Skill Standards** Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Historical Interpretation **3.** Interpret past events and issues within the context in which an event unfolded....

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Sample Classroom Applications

Students create posters or PowerPoint presentations about the key ideas of an Enlightenment thinker.

Explain what John Locke meant by the "social contract." Ask: How did Locke influence American political thought?

Students define "mixed government" and explain Montesquieu's arguments about the importance and value of mixed government. (Refer to *We the People: The Citizen and the Constitution*, Lesson 3.)

Students assume the personas of John Locke, Baron Montesquieu, Thomas Hobbes, and Thomas Jefferson and, in a "meeting of the minds" activity, participate in a panel discussion on the purposes of government.

Identify key compromises debated at the Federal Convention. Divide the class into groups supporting each point of view and argue the positions. Attempt to create a compromise different from that of the Founders.

Assign student partners a right listed in the Declaration of Independence and/or in the Bill of Rights and have them analyze and discuss what it means, pointing out two or more ways of interpreting or applying that right. Students write and present two-minute persuasive speeches arguing one of those interpretations.

Students analyze an inaugural or State of the Union address by a recent president for references to the political philosophy of the Founders.

Students analyze primary source documents related to five early challenges to federal authority from states and individuals.

Conduct a guided discussion on the idea of nullification asking questions such as: Why was the idea of nullification put forth by Jefferson and Madison? What was Calhoun's position in respect to nullification? How did the Southern states use the idea of nullification to justify seceding from the union? If states had the power of nullification, how would this change our system of government? Would you support or oppose nullification? What can states do today if they disagree with a law passed by Congress?

After reading the First Amendment and discussing its meaning, students develop a policy for the classroom or school that applies the First Amendment in areas such as student expression, religious holidays, assembly, and petition.

Sample Resources

Print

Bahmueller, Charles (editor). *Civitas*. Center for Civic Education, 1991. This framework for civic education includes a short outline of key Enlightenment ideas and historical and contemporary perspectives on religion and public life.

Challenge of Diversity. Constitutional Rights Foundation, 1999. This resource has information about the history of American diversity accompanied by teacher support materials. Page 33 describes the SCOPE strategy referenced in the sample classroom applications.

Foundations of Freedom. Constitutional Rights Foundation, 1991. This illustrated text provides readings on the development of the Bill of Rights and the evolution of rights through U.S. history. A teacher's guide includes interactive activities.

Haynes, Charles, and Oliver Thomas. *Finding Common Ground: A Guide to Religious Liberty in Public Schools*. This guide to the religion clauses of the First Amendment is recommended as a teacher resource.

Rhodehamel, John. *Letters of Liberty: A Documentary History of the U.S. Constitution*. Constitutional Rights Foundation, 1987. This collection of documents and commentaries describes the evolutionary development and milestones in the creation of the U.S. Constitution. A teacher guide includes interactive activities.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Lesson 1, "What would life be like in a state of nature?", Lesson 2, "How does government secure natural rights?", Lesson 3, "What did the Founders learn about republican government from the ancient world?", Lesson 7, "What basic ideas about rights and constitutional government did colonial Americans have?", Lesson 8, "Why did the American colonists want to free themselves from Britain?", and Lessons 10–17, "How did the Framers create the Constitution?" provide student-friendly readings on the topics with discussion questions and teacher support material.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Lesson 22, "How is power divided between federal and state government?" outlines the key ideas in the differences among unitary, confederate, and federal systems of government. Lesson 29 examines the question "Why does the First Amendment limit the government's power over religion?"

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
11.3 **Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.** 5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Interpret and evaluate the various ways in which events are presented and information is communicated.... **1.12** Identify logical fallacies used in oral addresses. Speaking Applications **2.1** Deliver reflective presentations. **2.2** Deliver oral reports on historical investigations. **2.4** Deliver multimedia presentations. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Creative Expression **2.3** Design, produce, or perform scenes or plays.... (Proficient) **Visual Arts Standards** Creative Expression **2.3** Develop and refine skill in the manipulation of digital imagery.... (Proficient)

Sample Classroom Applications	Sample Resources
Analyze a religion-related issue in the news in respect to the free exercise and establishment clauses and previous Court rulings on separation of church and state using the SCOPE strategy (State Action, Classify, Identify Options, Describe Purpose, Evaluate). Students read and discuss George Washington's letter to members of the Touro Synagogue of Newport, Rhode Island: *Happily, the government of the United States that gives to bigotry no sanction, to persecution no assistance, requires only that they who live under its protection should demean themselves as good citizens in giving it their effectual support.* Ask: How does Washington's letter embody the spirit of the free exercise clause of the First Amendment? Students research the Supreme Court's decision in *Lemon* v. *Kurtzman* (1971). Explain the Court's three-pronged test in deciding cases involving the establishment clause of the First Amendment. Ask: What are the arguments Chief Justice William Rehnquist used to challenge the Lemon test in his dissent in *Wallace* v. *Jaffree*? Conduct a moot court hearing dealing with a contemporary First Amendment issue.	**Internet** American Memory. *Presidential Inaugurations from George W. to George W.* http://memory.loc.gov/ammem/ndlpedu/features/inaug/theatre.html The inaugural addresses of the presidents from the Library of Congress are assembled for easy access on this Library of Congress website. Avalon Project, Yale Law School. *Charter of Privileges Granted by William Penn, esq. to the Inhabitants of Pennsylvania and Territories.* http://www.yale.edu/lawweb/avalon/states/pa07.htm This site contains the complete text of Penn's 1701 charter. Ohio State University. *Alien and Sedition Acts.* http://ohioteach.history.ohiostate.edu/Lessons/The%20Alien%20and%20Sedition%20Acts.htm This Ohio State History Department page discusses the role of the Alien and Sedition Acts in the rise of political parties and states' rights. StudyWorld. *John C. Calhoun and His Defense of Liberty.* http://www.studyworld.com/john_c_calhoun.htm This is secondary text describing John C. Calhoun's states' rights beliefs. University of Virginia. *The Religious Freedom Page.* http://religiousfreedom.lib.virginia.edu/intro.html This University of Virginia page has primary documents and secondary text explaining the role of religion in American history. **Media** *The Bill of Rights and You.* Bill of Rights Institute, 2002. This video series includes a lesson on the Founders and their political philosophy. A teacher's guide is included in the video series.

GROWTH OF AMERICAN DEMOCRACY

The American system of government relies on its citizens' commitment to the values and principles set forth in the Declaration of Independence and the U.S. Constitution and other political writings of the Founders. These values and principles provide the foundation for the establishment of a dynamic and effective government, one capable of fulfilling the purposes for which it was created—to protect the inalienable rights of the individual to life, liberty, and property and to promote the common good. Students should be able to explain how our Constitution provides for stability as well as for orderly change through which public issues can be addressed. They should understand that the well-being of American constitutional democracy depends upon the informed and effective participation of citizens concerned with the preservation of individual rights and the promotion of the common good. Students should be able to identify individuals and groups who have worked to achieve these goals and to secure freedom for those who have been denied the rights and privileges of citizens.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
11.2 **Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.** 3. Trace the effect of the Americanization movement. 8. Examine the effect of political programs and activities of the Populists. 9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).	II.A.2 Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities. II.C.1 Explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society. III.E.5 Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. V.A.2 Evaluate, take, and defend positions on issues regarding the criteria used for naturalization. V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.1 Analyze both the features and the rhetorical devices of different types of public documents…and the way in which authors use those features and devices. 2.3 Verify and clarify facts presented in…expository texts…. 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **History-Social Studies Analysis Skill Standards** Chronological and Spatial Thinking 1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

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Sample Classroom Applications	Sample Resources
Students conduct research about immigration and the Americanization movement from the late nineteenth century to the present. Ask: What have been the effects of the Americanization movement? Is it active today? To what extent do you agree or disagree with the goals of the Americanization movement? Why? After reviewing the history of U.S. immigration and the laws relating to it, students assess the changes resulting from the Immigration Act of 1965. Students research the goals of the Populist and Progressive Movements. They explain how the Populists and the Progressives sought to achieve their goals. Explain why the Progressives in the early part of the twentieth century sought to incorporate aspects of direct democracy through initiative, referendum, and recall. Ask: How significant were these and other reforms sponsored by the Progressive Movement? Explain the idea of the Puritan ethic and discuss how it compares to current ideas about citizen responsibility. Students explain the role and influence of religious groups in advancing the principles of American democracy by promoting individual responsibility, protecting civil liberties, and initiating social reform efforts.	**Print** *Challenge of Diversity*. Constitutional Rights Foundation, 1999. This resource has information about the history of American diversity accompanied by teacher support materials. *The Immigration Debate*. Constitutional Rights Foundation, 2000. This book contains a history of U.S. immigration policy and the laws that regulate it. The text includes an interactive activity on a modern immigration policy issue. Meyers, Madeleine. *Forward Into Light: The Struggle for Woman's Suffrage*. Discovery Enterprises, 1994. A collection of journals, photographs, newspaper articles, poems, songs, essays, and political cartoons highlights the woman's suffrage movement in the United States. Monroe, Judy. *The Nineteenth Amendment: Women's Right to Vote*. Enslow, 1998. This book traces the history of the women's rights movement in the United States, which culminated in 1920 with the passage of the constitutional amendment giving women the right to vote. *We the People: The Citizen and the Constitution*, Level 3. Center for Civic Education, 1995. Unit 4, "How have the protections of the Bill of Rights been developed and expanded?" includes six short lessons on the growth of democracy. Lesson 28 in this unit examines how laws have been used to correct injustices in society. **Internet** American Comparative Literature Association (ACLAnet). *History of Migration and Immigration Laws in the United States.* http://www.umass.edu/complit/aclanet/USMigrat.html This set of resources was compiled by the American Comparative Literature Association. American Memory. *By Popular Demand, "Votes for Women" Suffrage Pictures, 1850–1920.* http://memory.loc.gov/ammem/vfwhtml/vfwhome.html This site contains a collection of photographs and cartoons on the suffrage movement in the Library of Congress collection. American Memory. *Immigration: The Changing Face of America.* http://lcweb2.loc.gov/ammem/ndlpedu/features/immig/immigration_set2.html This Library of Congress site defines "What is an American?" by presenting a picture of the experiences of different cultural groups that make up the American mosaic. The site contains a wealth of information.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
11.3 **Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.** 1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities). 11.5 **Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.** 4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society. 11.11 **Students analyze the major social problems and domestic policy issues in contemporary American society.** 1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.		**2.** Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same.... Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Historical Interpretation **3.** Interpret past events and issues within the context in which an event unfolded.... DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.4** Interpret and evaluate the various ways in which events are presented and information is communicated.... **1.12** Identify logical fallacies used in oral addresses.... Speaking Applications **2.1** Deliver reflective presentations. **2.2** Deliver oral reports on historical investigations. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View **3.** ...[Make] distinctions between sound generalizations and misleading oversimplifications.

Sample Classroom Applications	Sample Resources
	Gilder Lehrman History Online. *The Religious Roots of Reform.* http://www.gliah.uh.edu/historyonline/us15.cfm A lesson developed by one of the Gilder Lehrman Institute seminars focuses on antebellum reformers. Indiana University Center for Adolescent Studies. *Immigration Attitudes in American History: They Are Not like Us!* http://education.educ.indiana.edu/cas/tt/v2i2/they.html This lesson links to historical documents showing attitudes toward immigration. Linder, Douglas. *Famous American Trials.* http://www.law.umkc.edu/faculty/projects/ftrials/anthony/sbahome.html The website examines the trial of Susan B. Anthony and the passage of the Nineteenth Amendment. *Populists Advise Progressives.* SCORE http://score.rims.k12.ca.us/activity/populist/ This teacher-written lesson links to resources about the Populist and Progressive Parties, and it has students apply the ideas in developing a platform. Sitzer, Lewis. *American Immigration Past and Present: A Simulation Activity.* SCORE. http://score.rims.k12.ca.us/activity/immigration/ This is a teacher-developed simulation in which students examine the history of immigration and develop a policy statement. Resource sites are embedded.

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CHALLENGES TO AMERICAN CONSTITUTIONAL DEMOCRACY

Students should know the importance of fundamental American values and principles and be able to explain their importance to the maintenance of constitutional democracy. They should realize that there is a tension among the constitutional values and principles held by Americans which sometimes takes the form of a conflict between the rights of individuals and the common good. Moreover, during times of foreign threats to our way of life or periods of political or economic crisis, popular sentiment may support temporary restrictions on individual liberties. Students should examine instances in which liberty has been abridged and investigate ways in which fundamental values and principles can be safeguarded. In addition, throughout American history there have been disparities between the reality and the ideals of American constitutional democracy. Students should be able to explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by individual, social, and political action.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
11.3 **Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.** 3. Cite incidents of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism). **11.5** **Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.** 2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.	**I.B.4** Explain and evaluate competing ideas regarding the relationship between political and economic freedoms. **II.B.3** Evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life. **II.C.2** Describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity. **II.D.3** Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. **II.D.4** Evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict. **II.D.5** Evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze both the features and the rhetorical devices of different types of public documents.... **2.3** Verify and clarify facts presented in expository texts.... **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents.... **History-Social Studies Analysis Skill Standards** Research, Evidence, and Point of View **2.** Identify bias and prejudice in historical interpretations.

Sample Classroom Applications	Sample Resources
Students explain the constitutional principle of the free exercise of religion. They research contemporary and historical episodes in which this principle has been violated. Then, they research responses to redress and prevent such violations that have been made by organizations in civil society and by government. Using documents related to the World War II relocation of Japanese Americans, students act as historians and analyze these sources. Students should then assume they are one of the following persons and write letters to the editor of a California newspaper in 1944 explaining their perspective on the constitutionality of the relocation. • President Roosevelt • a second generation Japanese American mother • a Japanese American serving in the Army • an American soldier in the Pacific Theatre Students research what organizations in civil society and government have done to compensate for the relocation of Japanese Americans. Develop a case study examining a situation involving the expansion of presidential powers (e.g., President Lincoln's suspension of the writ of habeas corpus during the Civil War, President Wilson's wartime economic controls, President Franklin Roosevelt's proposal to expand the Supreme Court). Students assess the situation and prepare oral arguments defending the president's action or challenging it on the grounds that it violated the constitutional separation of powers. Students research landmark Supreme Court decisions dealing with freedom of expression. They write opinions in concurrence or dissent to the Court's decision. Explain the emergence of McCarthyism and its impact on civil liberties. Ask: What factors contributed to McCarthy's loss of public support? Explain the constitutional issues involved in the Watergate crisis. In an essay, each student explains how the Watergate affair showed the resilience of the U.S. Constitution.	**Print** Alonso, Karen. *Korematsu v. United States: Japanese American Internment Camps*. Enslow, 1998. The book profiles the case of Fred Korematsu, who sought compensation from the American government for the time he spent in an internment camp during World War II. *Foundations of Freedom*. Constitutional Rights Foundation, 1991. This book contains sections on court decisions affecting the Bill of Rights during World War II and the post-war period including an interactive moot court on issues of free expression, due process, and equal protection. Fremon, David K. *The Watergate Scandal*. Enslow, 1997. The author explores the events surrounding the Watergate affair that began with the burglary of the Democratic Party headquarters. Leinwand, Gerald. *The Environment*. Facts on File, 1989. This book surveys environmental problems in the United States, examines the legal and social aspects of environmentalism, and discusses political plans in place to deal with the environmental decline. Patrick, John. *The Supreme Court of the United States: A Student Companion*. Oxford University Press, 2000. This research book includes 100 landmark Supreme Court cases and outlines some of the major issues facing the Court today. In addition, the text includes a definition of basic legal terms and phrases. *We the People: The Citizen and the Constitution*. Level 3. Center for Civic Education, 1995. Unit V, "What rights does the Bill of Rights protect?" examines the rights specifically addressed in the Bill of Rights. **Internet** American Memory. *Evolution of the Conservation Movement 1850–1920*. http://memory.loc.gov/ammem/amrvhtml/conshome.html This Library of Congress site puts the conservation discussion in historical perspective. Lillich, Geoff. *American Justice on Trial*. SCORE. http://score.rims.k12.ca.us/activity/internment/index.html In this teacher-developed lesson, students conduct a mock trial on the issue of relocating Japanese Americans during World War II.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).	V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.	4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources, and apply it in oral and written presentations. Historical Interpretation 1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 3. Interpret past events and issues within the context in which an event unfolded . . . WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.6 Develop presentations by using clear research questions and critical research strategies. 1.7 Use systematic strategies to organize and record information. . . . Writing Applications 2.3 Write reflective compositions. 2.4 Write historical investigation reports. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View 4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Historical Interpretation 4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
11.6 **Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**		
4. Analyze the effects of the controversies arising from the New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).		
11.7 **Students analyze America's participation in World War II.**		
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu* v. *United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.		

Sample Classroom Applications	Sample Resources
Students analyze a local public policy issue with conflicting environmental/property issues. They evaluate, take, and defend a position based on the constitutional recognition of the right of individuals to own property versus the common good. Students present their positions to representatives of a governmental agency authorized to deal with the issue. (Service-Learning Activity)	National Archives and Records Administration, Teaching with Documents. *Documents and Photographs Related to Japanese Relocation During World War II.* http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwii/japanese_relocation.html This National Archives site provides documents to examine the constitutional questions related to Japanese relocation during World War II.
Organize a program for promoting tolerance and gender equity in the community (e.g., in public forums, discussion groups, dramatic presentations, documentaries, brochures). (Service-Learning Activity)	Street Law and the Supreme Court. *Landmark Supreme Court Cases.* http://www.landmarkcases.org/ This site was developed to provide teachers with a full range of resources and activities to support the teaching of landmark Supreme Court cases, helping students explore the key issues of each case. *United States* v. *Nixon* is one of the cases presented here.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
11.8 **Students analyze the economic boom and social transformation of post-World War II America.** 5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War. 11.9 **Students analyze U.S. foreign policy since World War II.** 3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.... 11.11 **Students analyze the major social problems and domestic policy issues in contemporary American society.** 4. Explain the constitutional crisis originating from the Watergate scandal. 5. Trace the impact, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental promotion advocates and property rights advocates.		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications 2.1 Deliver reflective presentations. 2.2 Deliver oral reports on historical investigations. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View 1. Distinguish valid arguments from fallacious arguments.... 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.

Sample Classroom Applications	Sample Resources

DEVELOPMENT OF FEDERAL CIVIL RIGHTS AND VOTING RIGHTS

The quarter century after World War II is often called the "Second Reconstruction." *De jure* and *de facto* segregation were a matter of policy in the United States since the end of Reconstruction. Although attempts had been on-going to break down racial barriers, the dramatic efforts to eliminate racial segregation took the form of citizen protests, court challenges, and legislation. The battle in the courts began in earnest prior to World War II with challenges to racial segregation in institutions of higher learning and achieved a signal victory in 1954 with the landmark *Brown v. Board of Education of Topeka* decision. Despite court rulings, segregation in schools, public facilities, and housing persisted. The Brown decision and its slow acceptance by local and state governments stimulated a generation of political and social activism led by black Americans pursuing their civil rights. The 1960s brought non-violent demonstrations, "sit-ins," "freedom rides," voter registration, and acts of civil disobedience. The federal government became actively involved acting as guarantor of civil rights and initiated action to speed the end of segregation policies. Students should be able to explain the goals of the civil rights movement and evaluate the effectiveness of government policy, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965. They should be able to explain "civil disobedience" and evaluate its place in a constitutional democracy. Students should examine how the success of the civil rights movement of African Americans encouraged various other groups—including women, Hispanics, American Indians, Asians, Pacific Islanders, and individuals with disabilities—in their campaigns for legislative and judicial recognition of their civil equality.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
11.10 Students analyze the development of federal civil rights and voting rights. 1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.	**II.A.2** Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities. **II.C.2** Describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity. **II.D.5** Evaluate, take, and defend positions about issues concerning the disparities between American ideals and reality. **III.E.5** Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze both the features and the rhetorical devices of different types of public documents.... **2.3** Verify and clarify facts presented in expository texts.... **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

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Sample Classroom Applications

Students create time lines of the steps taken in securing the passage and ratification of the Nineteenth Amendment.

After reading a biography of one of the suffragettes, students create dramatizations of key points in the work of this person in securing the right to vote.

Identify the civil rights protected by rulings of the Warren Court. Explain to what degree the Rehnquist Court has extended or limited these rights or protected other civil rights.

Students examine the "Southern Manifesto" presented by members of Congress in 1956 praising Southern states that resisted racial integration of schools called for by the Supreme Court in the second Brown decision. Each student writes a position paper explaining his or her view on constitutional issues raised by the Southern Manifesto.

As a class, discuss under what circumstances, if any, a citizen in the United States has a right to violate a law.

Students read and analyze Martin Luther King Jr.'s "Letter from Birmingham City Jail." Ask: What are the arguments that King presented in answering criticisms of the city's leading clergymen for continuing demonstrations rather than relying on negotiations with city officials and awaiting court decisions?

Students identify issues that are of specific concern to various minority groups in your community. In groups, they develop a policy advisory for local government leaders or congressional representatives about the issues. Use the ABLE Problem Solving Strategy (Analyze, Brainstorm, Limit, Evaluate) as outlined in *Challenge of Diversity* (Constitutional Rights Foundation). (Service-Learning Activity)

Examine the Supreme Court's decision on preferential college admissions in *Regents of the University of California* v. *Bakke* (1978). Ask: What was the majority decision? The dissenting opinion?

Students evaluate, take, and defend positions on the constitutionality of affirmative action programs.

After reading biographical information about Elizabeth Cady Stanton and Gloria Steinem, students create Venn diagrams comparing their views of women's rights.

Sample Resources

Print

Challenge of Diversity. Constitutional Rights Foundation, 1999. A section on the civil rights movement provides relevant classroom activities. This material is well written and researched and provides good teacher support materials. Page 28 fully describes and demonstrates the ABLE strategy.

Nash, Carol. *The Fight for Women's Right to Vote*. Enslow, 1998. This book discusses the people and events connected to the struggle to achieve women's rights from its origins in the mid-1800s through the ratification of the Nineteenth Amendment to the Constitution.

We the People: The Citizen and the Constitution. Level 3. Center for Civic Education, 1995; Lesson 26, "How did the Civil Rights Movement use the Constitution to achieve its goals?" includes a discussion of Martin Luther King Jr.'s use of civil disobedience and includes his Letter from Birmingham City Jail in the reference section. Lesson 27, "How has the right to vote expanded since the adoption of the Constitution?" is a clear and concise lesson examining amendments that expanded voting rights. Lesson 28, "To what extent can the law correct injustice and other problems in American society?" explores issues relating to racial and gender discrimination and affirmative action.

Internet

American Memory. *African American Odyssey: A Quest for Full Citizenship*.
http://memory.loc.gov/ammem/aaohtml/exhibit/aointro.html
This Library of Congress exhibit explores black America's quest for equality from the early national period through the twentieth century.

American Memory. *Using Oral History*.
http://memory.loc.gov/ammem/ndlpedu/lessons/oralhist/ohhome.html
This Library of Congress page provides guidelines for conducting an oral history interview.

Carl Vinson Institute of Government, The University of Georgia.
Southern Manifesto.
http://www.cviog.uga.edu/Projects/gainfo/manifesto.htm
This site includes a manifesto of Southern members of the 102nd Congress declaring their belief that the decision of the Supreme Court in school integration cases was an abuse of judicial power.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott* v. *Sandford*, *Plessy* v. *Ferguson*, *Brown* v. *Board of Education*, *Regents of the University of California* v. *Bakke*, and California Proposition 209. **5.** Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. **6.** Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process. **7.** Analyze the women's rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.	**III.E.6** Evaluate, take, and defend positions about the formation and implementation of public policy.	**History-Social Studies Analysis Skill Standards** Research, Evidence, and Point of View **1.** Distinguish valid arguments from fallacious arguments in historical interpretations. **3.** Evaluate major debates among historians concerning alternative interpretations of the past.... Historical Interpretation **1.** Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. **3.** Interpret past events and issues within the context in which an event unfolded.... WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and critical research strategies.... **1.7** Use systematic strategies to organize and record information.... Writing Applications **2.4** Write historical investigation reports. **History-Social Studies Analysis Skill Standards** Chronological and Spatial Thinking **2.** Analyze how change happens at different rates at different times.... Historical Research, Evidence, and Point of View **2.** Identify bias and prejudice in historical interpretations. **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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Sample Classroom Applications	Sample Resources
Students work with the League of Women Voters, voter registration agencies, and other civic/governmental agencies to increase voter awareness of the election process and voter turnout in local, state, and national elections. Services may include: • assisting with voter registration. • organizing a "Get Out the Vote" campaign. • facilitating a forum to educate the public about election issues and agendas. • creating and disseminating a brochure to inform the public of election issues and agendas. • volunteering at polling booths on election day. • helping transport seniors/disabled individuals to polls on election day. • creating a vehicle for educating eligible non-English-speaking voters of issues and voting process. (Service-Learning Activity)	*Evolution of Civil Rights.* SCORE. http://rims.k12.ca.us/score_lessons/evolution_of_civilrights/ This SCORE site incorporates personal interviews of a Japanese American, African American, and Hispanic American. It can be used as a model for the development of an oral history project. National Archives and Records Administration, Teaching with Documents. *Brown* v. *Board of Education* http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html This site explores the case that ended the "separate but equal" interpretation of educational access. National Archives and Records Administration, Teaching with Documents. *The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission.* http://www.archives.gov/digital_classroom/lessons/civil_rights_act/civil_rights_act.html This National Archives Digital Classroom Lesson examines the constitutional issues surrounding the 1964 Civil Rights Act. National Civil Rights Museum Exhibit. *Voices of Struggle.* http://www.civilrightsmuseum.org/about/about.asp The Memphis National Civil Rights Museum website offers a virtual museum tour of an exhibit surveying the African American experience. The exhibit gives an overview of the Civil Rights movement. Street Law and the Supreme Court. Landmark Supreme Court Cases. http://www.landmarkcases.org/ This site was developed to provide teachers with a full range of resources and activities to support the teaching of landmark Supreme Court cases, helping students explore the key issues of each case. *Regents of the University of California* v. *Bakke* is one of the cases presented here.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		Historical Interpretation 4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Speaking Applications **2.1** Deliver reflective presentations. **2.2** Deliver oral reports on historical investigations. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View **1.** Distinguish valid arguments from fallacious arguments…. **2.** Identify bias and prejudice in historical interpretations. Historical Interpretation **1.** Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. **2.** Recognize the complexity of historical causes and effects…. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Theatre Standards** Creative Expression **2.3** Design, produce, or perform scenes or plays….(Proficient) **Visual Arts Standards** Creative Expression **2.3** Develop and refine skill in the manipulation of digital imagery….(Proficient)

Sample Classroom Applications	Sample Resources

12

Grade 12

principles of american democracy

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Civic education content and skills in the California History-Social Science Standards include

- Philosophical foundations of American democracy (Standards 12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.2.1, and 12.2.2)
- Structure of government under the Constitution (Standards 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.4.6, and 12.7.8)
- The judicial branch of government (Standards 12.5.1, 12.5.2, 12.5.3, and 12.5.4)
- Political parties and the media (Standards 12.6.1, 12.6.2, 12.6.3, 12.6.6, 12.8.1, 12.8.2, and 12.8.3)
- Comparative political systems (Standards 12.3.4, 12.9.1, 12.9.2, 12.9.3, 12.9.4, 12.9.5, 12.9.7, and 12.9.8)
- Tensions within our constitutional democracy (Standard 12.10)
- State and local government (Standards 12.6.5, 12.7.1, 12.7.2, 12.7.3, 12.7.4, 12.7.5, 12.7.6, and 12.7.7)
- Civic participation in a constitutional democracy (Standards 12.2.3, 12.2.4, 12.2.5, 12.2.6, 12.3.1, 12.3.2, and 12.6.4)

Overview drawn from the California History-Social Science Framework

Principles of American Democracy is a one-semester course at grade twelve. In this course students build on the intellectual and participatory skills gained in previous years of study. They deepen their understanding of political and governmental institutions. In addition, they draw on their studies of United States and world history to compare different systems of government in the world today. This capstone course also explores local government and emphasizes the importance of civic participation in community affairs. The course is designed to equip students with the knowledge, skills, and dispositions necessary to assume their responsibilities as participating citizens in our democracy.

PHILOSOPHICAL FOUNDATIONS OF AMERICAN DEMOCRACY

The American system of constitutional democracy relies on its citizens' commitment to the values and principles set forth in the Declaration of Independence, the U.S. Constitution, and other writings. These values and principles provide the foundation for the establishment, in James Madison's words, of an "energetic" and effective government, one capable of fulfilling the purposes for which it was created—to protect the inalienable rights of the individual to life, liberty, and property and to promote the common good. Students should be able to identify and explain the importance of the basic rights guaranteed in the Constitution and Bill of Rights and their importance to the maintenance of our constitutional democracy.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. 1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government. 2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville. 3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as self-evident truths.	**I.A.3** Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society. **I.C.2** Explain the various purposes served by constitutions. **I.C.3** Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government. **II.A.1** Explain the central ideas of American constitutional government and their history. **III.A.1** Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power. **III.A.2** Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. **III.C.1** Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze features and rhetorical devices of different types of public documents.... **2.3** Verify and clarify facts presented in expository texts.... **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **2.6** Critique the power, validity, and truthfulness of arguments.... Literary Response and Analysis **3.8** Analyze the clarity and consistency of political assumptions in a selection of...essays on a topic.... **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **1.** Distinguish valid arguments from fallacious arguments in historical interpretations. Historical Interpretation **2.** Recognize the complexity of historical causes and effects.... **3.** Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

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Sample Classroom Applications	Sample Resources
Explain how the Founders were influenced by ancient Greek philosophers and political institutions of the Roman Republic.	**Print** *Challenge of Governance.* Constitutional Rights Foundation, 2001. This supplemental text of readings and interactive activities supports civics instruction and critical thinking skills. The text is linked to national standards.
Students create charts illustrating the differences between natural rights and classical republicanism. They explain the tensions between these two philosophical beliefs. Each student assumes the role of one of the Framers of the Constitution and explains how he or she would reconcile the differences between natural rights and classical republicanism. Ask: Which ideas would you choose to emphasize? What problems might you encounter in transferring some of the ideas of classical republicanism to American society?	*Foundations of Freedom.* Constitutional Rights Foundation, 1991. This text provides student readings and interactive activities on a variety of civic education topics. Chapter 4, "New Order of the Ages," describes how the body of the Constitution was designed to limit the powers of the government. Chapter 5, "The Bill of Rights," examines James Madison's work in the First Congress to secure a bill of rights and features an activity on judicial review.
Have students assume the roles of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Thomas Jefferson and, in a "meeting of the minds" panel discuss the source of law and the social contract. Compare and contrast the views of these four political philosophers.	Rhodehamel, John H. *Letters of Liberty: A Documentary History of the U.S. Constitution.* Constitutional Rights Foundation, 1997. This collection of seminal documents in American constitutional history includes brief narratives that place the primary sources in historical context. The teacher's guide provides directed discussion and activities for evaluating both the primary and secondary materials.
List the basic freedoms and rights specified in the body of the United States Constitution. Explain the probable reasons for the inclusion of these rights in the body of the Constitution.	*We the People: The Citizen and the Constitution,* Level 3. Center for Civic Education, 1995; This complete instructional program on civics and government consists of 40 short lessons each focusing on a key question related to the theme of the unit. Lesson 3, "What did the Founders learn about republican government from the ancient world?" Lesson 4, "How did modern ideas of individual rights develop?" and Lesson 5, "What were the British origins of American constitutionalism?" specifically address the philosophical foundations of American constitutional democracy.
Students develop charts illustrating how the Framers separated powers and incorporated a system of checks and balances in the Constitution. They explain why the Framers organized the government into separate branches with shared and divided powers.	**Internet** Center for Civic Education. *How Does Government Secure Natural Rights?* http://www.civiced.org/wtp_hs02_sb.html This web lesson is an online version of Lesson 2 in *We the People: The Citizen and the Constitution.*
Alexander Hamilton in *Federalist No. 84* wrote, "I...affirm that bills or rights...are not only unnecessary in the proposed Constitution but would even be dangerous. They would contain various exceptions to powers which are not granted; and, on this very account, would afford a colorable pretext to claim more than were granted…." James Madison argued that a bill of rights was no more than a "parchment barrier" protecting rights that could easily be violated by government. Hamilton and Madison both claimed that the separation of powers, checks and balances, and the federal system were a better protection of rights. Each student writes a position paper expressing his or her views in agreement with, or in opposition to, those expressed by Hamilton and Madison.	*Growth of Democratic Tradition: Age of Enlightenment.* SCORE. http://rims.k12.ca.us/score_lessons/growth_of_democratic/ This teacher-created lesson compares and contrasts the ideas of the Enlightened philosophers and explores their development in time.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4. Explain how the Founders' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*. **5.** Describe the system of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military. **6.** Understand that the Bill of Rights limits the power of the federal government and state governments. **12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.** **1.** Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). **2.** Explain how economic rights are secured and their importance to the individual and to society.	**III.C.2** Evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments.	WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and critical research strategies.... **1.7** Use systematic strategies to organize and record information.... **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources and apply it in oral and written presentations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.12** Identify logical fallacies used in oral addresses.... Speaking Applications **2.2** Deliver oral reports on historical investigations. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **3.** ...[Make] distinctions between sound generalizations and misleading oversimplifications.

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Sample Classroom Applications	Sample Resources
	Library of Congress, American Digital Library. *In Congress Assembled: Continuity and Change in the Governing of the United States.* http://memory.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html This site provides a complete teaching unit based on documents from the Library of Congress. Lessons 1 and 2 focus on the drafting of the Constitution and the Bill of Rights. Yale Law School Avalon Project. http://www.yale.edu/lawweb/avalon/federal/fed.htm Library of Congress, American Digital Library. http://lcweb2.loc.gov/const/fed/fed_01.html The *Federalist Papers* by Alexander Hamilton, James Madison, and John Jay are available online at both of these sites.

STRUCTURE OF GOVERNMENT UNDER THE CONSTITUTION

The Framers of the U.S. Constitution separated and limited powers of government to ensure that the basic rights of the people would not be infringed. A Bill of Rights, added to the Constitution to clarify and strengthen limitations on the powers of the national government, has become central to the American idea of constitutional government. Students should understand the rationale for separating powers among the branches of government and the institution of a system of checks and balances. They should examine selected portions of the *Federalist Papers* to analyze how the political philosophy of the Framers was put into practice in the Constitution. Students should also be able to describe how rights are secured and evaluate, take, and defend positions on the scope and limits of rights.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. 1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. 2. Explain the process through which the Constitution can be amended. 3. Identify their current representatives in the legislative branch of the national government.	**I.D.2** Explain the advantages and disadvantages of federal, confederal, and unitary systems of government. **III.A.1** Explain how the United States Constitution grants and distributes power to national and state governments and how it seeks to prevent the abuse of power. **III.A.2** Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. **III.B.1** Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government. **III.B.2** Evaluate, take, and defend positions on issues regarding the major responsibilities of the national government for domestic and foreign policy.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze both the features and the rhetorical devices of different types of public documents.... **2.3** Verify and clarify facts presented in expository texts.... **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Identify bias and prejudice in historical interpretations. **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Sample Classroom Applications

Students read excerpts from *Federalist Nos. 47, 48,* and *51* for James Madison's defense of the constitutional provisions for separation of powers, checks and balances, and limited government. They debate Madison's assertion, "The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elected, may justly be pronounced the very definition of tyranny..." (*Federalist 47*).

Students create charts showing the powers of the legislative, executive, and judicial branches of government.

Use a Venn diagram to illustrate national powers, state powers, and concurrent powers.

Describe the differences between the House of Representatives and the Senate. Ask: What accounts for these differences?

Students list in order of priority the five powers of the U.S. Congress they deem most important and, in short essays, defend their choices.

Students debate the need to reform the Electoral College. Ask questions such as: Why did the Framers establish an Electoral College? What are some of the plans that have been proposed over the years to change the method of electing the president? Why are states with a relatively small population likely to oppose any tampering with the Electoral College?

Evaluate the extent to which law can correct injustice in American society. Ask: How can citizens effect change in laws that they oppose? When, if ever, is civil disobedience justified?

Each student writes a position paper on the scope of presidential power in contemporary American society. Explain restrictions that have been placed on the power of the executive branch such as the War Powers Act (1973).

Students research *Schechter Poultry Corporation* v. *United States* (1935). Explain Chief Justice Charles Evans Hughes's opinion that Congress had unconstitutionally delegated legislative power to the president. Ask: In your opinion, did the New Deal's National Industrial Recovery Act (NIRA) give the executive branch excessive powers, thus violating the constitutional guarantee of a separation of powers?

Sample Resources

Print

The Challenge of Governance. Constitutional Rights Foundation, 2001. This collection of readings and interactive activities supplements a study of civics and government. Lesson 2, "Constitutional Limitations on Government," specifically addresses California Standard 12.4. The text and critical thinking activities are linked to the *National Standards for Civics and Government.* The handbook section of the teacher's guide is particularly valuable.

We the People: The Citizen and the Constitution. Level 3. Center for Civic Education, 1995. Unit Two is devoted to the framing of the Constitution, Unit Three to the values and principles embodied in the Constitution, and Units Five and Six to a study of the Bill of Rights.

Internet

Administrative Offices of the U.S. Courts. *Function of and Qualifications for Jury Service.*
http://www.uscourts.gov/outreach/lessonplans/juryduty.pdf
In this activity students learn the distinction between a grand jury and a trial jury.

Constitution Society. *Liberty Library of Constitutional Classics.*
http://www.constitution.org/liberlib.htm
A collection of primary documents including the Declaration of Independence, the Articles of Confederation, Debates at the Federal Convention, and the *Federalist* and *Anti-Federalist Papers.*

The Dirksen Center, Congressional Link. *What Every Student Should Know About Congress.*
http://www.congresslink.org/actfour.html
The Dirksen Congressional Center asked leading American political scientist Charles O. Jones to identify the ten most important points that a high school student should know about Congress. Lessons are presented on each of the ten points.

Link to Learn, Classroom Activities. *Grading the Electoral College.*
http://L2L.org/pd/success/lessons/lesson10/hssil%5FI.htm
Students scrutinize this key aspect of U.S. presidential elections and organize a class debate on the topic of election reform.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	**III.C.1** Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments. **III.D.1** Evaluate, take, and defend positions on the role and importance of law in the American political system.	Historical Interpretation **1.** Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.7** Use systematic strategies to organize and record information.... Writing Applications **2.4** Write historical investigation reports.
6. Explain the processes of selection and confirmation of Supreme Court justices.		
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.		**History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.		DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Interpret and evaluate the various ways in which events are presented and information is communicated.... **1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. **1.8** Use effective and interesting language. **1.12** Identify logical fallacies used in oral addresses.... Speaking Applications **2.1** Deliver reflective presentations. **2.2** Deliver oral reports on historical investigations. **2.4** Deliver multimedia presentations.

Sample Classroom Applications	Sample Resources
	Media *The Bill of Rights and You*. Bill of Rights Institute, 2002. This set of resources includes video with accompanying lessons with up-to-date information. *The Bill of Rights and You* is a flexible curriculum complete with teacher's guide and video set.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View 1. Distinguish valid arguments from fallacious arguments.... 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.

Sample Classroom Applications	Sample Resources

THE JUDICIAL BRANCH OF GOVERNMENT

Article III, Section 1 of the U.S. Constitution vested the judicial power of the United States "in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish." Although the Supreme Court has original jurisdiction in specified cases, its principal function is to hear cases in appeal and is the final arbitrator. Many of the Framers of the Constitution assumed that the Supreme Court also held the right to review and nullify acts of Congress considered to be unconstitutional. Alexander Hamilton in *Federalist 78* assumed that the federal judiciary had such power. In 1796, the Supreme Court rendered a decision on a case questioning the constitutionality of a tax law passed by Congress (*Hylton v. United States*). Since the Court upheld the congressional tax law, the case received little notoriety. However, in the celebrated *Marbury v. Madison* decision (1803), the Court declared a section of the Judiciary Act of 1789 unconstitutional. The Court in a series of decisions between 1810 and 1824 invalidated state laws. Students should be able to explain the importance of judicial review. They should analyze arguments for and against judicial review and judicial activism and be able to evaluate, take, and defend positions on landmark decisions of the Supreme Court.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. 1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment. 2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	**III.A.1** Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power. **III.A.2** Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. **III.B.1** Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government. **III.C.1** Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze features and rhetorical devices of different types of public documents.... **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. Literary Response and Analysis **3.8** Analyze the clarity and consistency of political assumptions in a selection of...essays on a topic.... **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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Sample Classroom Applications

Students explain the issue before the Supreme Court in *Marbury* v. *Madison*. They read Alexander Hamilton's *Federalist 78* to determine his arguments favoring judicial review of the legislative branch of government. Ask: What are the arguments for and against judicial review?

Students examine Chief Justice John Marshall's decision in *McCulloch v. Maryland*. Ask: How did the Court interpret the "necessary and proper" clause (the "elastic clause," Article I, Section 8, Clause 18) in the case? Why is this case important in constitutional law?

Students create visuals demonstrating the scope of the Supreme Court's authority. Should the Supreme Court have the right to declare acts of the president and Congress unconstitutional?

Students read personal reflections on the civil rights movement. Ask: How did the Congress of Racial Equality (CORE) and the National Association for the Advancement of Colored People (NAACP) use the judiciary to break down Jim Crow laws in the South? Each student writes an article explaining how the civil rights movement used the U.S. Constitution to achieve its goals.

Using Lesson 21 in *We the People: The Citizen and the Constitution* (Center for Civic Education), divide the class into four groups and have each group present arguments reflecting a method justices of the Supreme Court might follow in interpreting the U.S. Constitution (e.g., literal meaning of the Constitution, original intent of the Framers, principles and values in the perspective of history, contemporary social values in terms of current needs).

Students explain the meaning of judicial activism and judicial restraint. Each student writes a position paper expressing personal convictions regarding these two philosophies.

Explain what is meant by "incorporation" and describe the arguments over the incorporation of the Bill of Rights. Ask: What has been the effect that incorporation has had on the federal system and the power of the states? What positions have Supreme Court justices taken since the ratification of the Fourteenth Amendment regarding incorporation?

Students research the Supreme Court cases *Gitlow v. New York* (1925), *Powell v. Alabama* (1932), and *Griswold v. Connecticut* (1965) and report on how the decisions in these three cases expanded individual rights.

Sample Resources

Print

Bartholomew, Paul C., and Joseph F. Menez. *Summaries of Leading Cases on the Constitution*. Rowman & Littefield, 1990. This resource provides clear and concise summaries of landmark Supreme Court cases.

Foundations of Freedom. Constitutional Rights Foundation, 1991. This book consists of student readings and interactive activities on a variety of civic education topics. Virtually every chapter includes an activity focusing on a landmark Supreme Court decision (e.g., *Marbury* v. *Madison*, *Yick Wo* v. *Hopkins*, *Gitlow* v. *New York*, *Mapp v. Ohio*).

Hall, Kermit L. (editor). *The Oxford Companion to the Supreme Court of the United States*. Oxford University Press, 1992. This desk reference to Supreme Court decisions includes biographical sketches of justices from John Jay to William Rehnquist.

Irons, Peter. *The Courage of Their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court*. Free Press, 1988. The author introduces 16 Americans who took their cases through the court system to the U.S. Supreme Court from the 1930s to the 1980s.

Joseph, Joel D. *Black Mondays: Worst Decisions of the Supreme Court*. Zenith National Press, 1990. This resource examines approximately 20 decisions considered to have been the Court's worst mistakes. *Dred Scott v. Sandford*, *Plessy* v. *Ferguson*, and *Hirabayashi* v. *United States* are among the cases included in the text.

Patrick, John J. *The Supreme Court of the United States: A Student Companion*. Oxford University Press, 2001. This student reference book includes articles on core concepts and controversial issues as well as landmark Supreme Court cases.

We the People: The Citizen and the Constitution. Level 3. Center for Civic Education, 1995. Lessons 21 and 22 on judicial review and the division of powers, and Lessons 25 and 26 on the doctrine of incorporation and the Fourteenth Amendment specifically address issues relative to the California Standards.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
3. Explain the effects of the Court's interpretations of the Constitution in *Marbury* v. *Madison*, *McCulloch* v. *Maryland*, and *United States* v. *Nixon*, with emphasis on the arguments espoused by each side in these cases. **4.** Explain controversies that have resulted over changing interpretations of civil rights, including those in *Plessy* v. *Ferguson*, *Brown* v. *Board of Education*, *Miranda* v. *Arizona*, *Regents of the University of California* v. *Bakke*, *Adarand Constructors, Inc.* v. *Pena*, and *United States* v. *Virginia* (VMI).	**III.D.1** Evaluate, take, and defend positions on the role and importance of law in the American political system. **III.D.2** Evaluate, take, and defend positions on current issues regarding the judicial protection of individual rights. **V.B.5** Evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.	WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and critical research strategies.... Writing Applications **2.3** Write reflective compositions. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Interpret and evaluate the various ways in which events are presented and information is communicated.... **1.12** Identify logical fallacies used in oral addresses.... Speaking Applications **2.2** Deliver oral reports on historical investigations. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **3.** ...[Make] distinctions between sound generalizations and misleading oversimplifications.

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Sample Classroom Applications	Sample Resources
Students examine the issues in *Nixon* v. *United States* (1974). As a class, conduct a moot court using arguments presented before the Supreme Court. Ask: As members of the Court, how would you respond to the argument that under the doctrine of separation of powers the president has an "absolute" executive privilege and may withhold information that he considers sensitive? Debrief the activity and compare or contrast the decision of the moot court to that of the 8–0 decision of the Supreme Court in the case. Have students explain the constitutional issues in the case.	**Internet** Dunn, Agnes, and Eric Powell. *From Jim Crow to Linda Brown*. National Digital Library, Library of Congress. http://lcweb2.loc.gov/ammem/ndlpedu/lessons/97/crow/crowhome.html This teacher-developed lesson provides a retrospective of the African-American Experience from 1897 to 1953 using documents from the Library of Congress. Northwestern University. *The Oyez Project*. www.oyez.org A website on the U.S. Supreme Court allows students to search by case names, view the current term docket, or take a virtual tour of the Supreme Court building.

POLITICAL PARTIES AND THE MEDIA

The American political system provides citizens with opportunities for choice and participation. The formal institutions and processes of government such as political parties, campaigns, and elections are important avenues for choice and citizen participation. Another equally important avenue is the many associations and groups that constitute civil society. All provide ways for citizens to monitor and influence the political process (*National Standards for Civics and Government*, p. 117). The media also play a major role in the American political system and influence the way citizens respond to the public agenda. Students should be able to evaluate the role and functions of political parties in contemporary American society. They should understand how political parties help set the public agenda and how citizens can influence the platforms of political parties through participation in the political process. Students also should be able to evaluate the role and functions of the media in a constitutional democracy.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices. 1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties. 2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. 3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. 6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.	**III.E.1** Evaluate, take, and defend positions about how the public agenda is set. **III.E.2** Evaluate, take, and defend positions about the role of public opinion in American politics. **III.E.3** Evaluate, take, and defend positions on the influence of the media on American political life. **III.E.4** Evaluate, take, and defend positions about the roles of political parties, campaigns, and election in American politics. **III.E.5** Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. **III.E.6** Evaluate, take, and defend positions about the formation and implementation of public policy.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze features and rhetorical devices of different types of public documents.... **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View 1. Distinguish valid arguments from fallacious arguments in historical interpretations. 2. Identify bias and prejudice in historical interpretations. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Sample Classroom Applications	Sample Resources
Explain the advantages and disadvantages of a two-party system as opposed to multi-party systems that exist in most parliamentary democracies. Ask: How effective have "third" parties been in the American political system? It has been argued that "In democracies, [political] parties are probably the most comprehensive and effective means for integrating political beliefs and behavior into government policy." Students evaluate that argument and provide historical and contemporary examples to buttress their positions. Students research campaign financing laws, current legislative attempts to regulate spending on political campaigns, and recent Supreme Court decisions on issues relating to campaign contributions. They debate the issue that limiting political contributions is a violation of the First Amendment's guarantee of free speech. Students compare and contrast state laws regulating voter registration. Ask: What are the arguments for and against permitting voters to register to vote on election day? Students consult research that has been done regarding voting records of 18 to 25 year olds. Ask: What efforts should be taken to encourage eligible voters in this age group to register and vote in local, state, and national elections? Each student writes a pamphlet explaining the reasons behind the establishment of the Electoral College, how it operates, and the methods, over time, that have been proposed to alter the system of electing the president. Students should include original political cartoons to express different views of the Electoral College. Students research reapportionment cases that have come before the U.S. Supreme Court (e.g., *Baker* v. *Carr, Gary v. Sanders, Reynolds* v. *Sims*). Ask: How has the majority of the Court ruled in these cases? Students evaluate, take, and defend a position on the Court's opinions in these cases. Students develop a set of criteria for selecting a candidate for a political office in their community. Prior to a local election, organize and conduct a forum for candidates to express their views. (Service-Learning Activity) Students evaluate the strengths and weaknesses of television as a medium for news about issues. They compare and contrast news coverage of a contemporary issue in a local newspaper and on local television and radio stations.	**Print** *The Challenge of Information.* Constitutional Rights Foundation, 1998. This is an appraisal of the role of the media in society and in the political process and includes activities that explore various public policy issues related to freedom of the press. *Foundations of Democracy: Authority, Privacy, Responsibility, and Justice* (High School edition). Center for Civic Education, 1994. Lessons 4–7 in Unit Two explore how we can evaluate laws and political candidates. *We the People: The Citizen and the Constitution.* Level 3. Center for Civic Education, 1995. Lesson 27, "How has the right to vote expanded since the adoption of the Constitution?" examines the extension of suffrage over time and delves into issues relating to low voter turn out in American elections. **Internet** California Secretary of State, Election Division. *Voter Registration.* http://www.ss.ca.gov/elections/votereg1.html The website lists the requirements for registering to vote in California and provides online voter registration. Common Cause. *Campaign Finance Reform.* http://www.commoncause.org/ Common Cause, a public interest lobby, is an advocate of campaign finance reform. The website provides current information on the status of campaign reform legislation. Politics1.com. *Directory of U.S. Political Parties.* http://www.politics1.com/parties.htm This site contains a complete directory of current political parties operating in the United States with links to party leaders. Project Vote Smart. *Issues—Campaign Finance.* http://www.vote-smart.org/issues/CAMPAIGN_FINANCE/ This website includes general background on issues relating to campaign finance and multiple links to organizations that have an interest in the subject. The site also links to Cornell University's Legal Information Institute which has a searchable index to identify campaign finance cases heard by the U.S. Supreme Court.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.8 Students evaluate, take, and defend positions on the influence of the media on American political life. 1. Discuss the meaning and importance of a free and responsible press. 2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. 3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.		**1.6** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking **2.** Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and that change is complicated and affects not only technology and politics but also values and beliefs. Historical Interpretation **3.** Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.1** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture.... **1.2** Analyze the impact of the media on the democratic process.... **1.3** Interpret and evaluate the various ways in which events are presented and information is communicated.... **1.14** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.... Speaking Applications **2.4** Deliver multimedia presentations. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **1.** Distinguish valid arguments from fallacious arguments.... **3.** ...[Make] distinctions between sound generalizations and misleading oversimplifications.

Sample Classroom Applications	Sample Resources
	Project Vote Smart. *Political Parties.* http://www.vote-smart.org/organizations/POLITICAL_PARTIES/ This site includes a brief description of current American political parties. Yahoo Directory. *U.S. Political Parties.* http://dir.yahoo.com/Government/U_S__Government/Politics/Parties/ This directory of U.S. political parties includes multiple links to individual parties. Search *California Registrar of Voters* for local county registrar of voters websites.

COMPARATIVE POLITICAL SYSTEMS

To be an informed citizen and to make reasoned judgments about the role of the United States in the world today, citizens need to understand how different political ideologies influence the structure and operation of governments. Students need to understand the concept of national interests and how they are affected by world affairs. They should distinguish between limited and unlimited power, and recognize the fundamental differences among authoritarian, totalitarian, and democratic governments. They should also be able to make reasoned judgments about the role of the United States in the world today and what course American foreign policy should take. Students also should explore the origins, fundamental tenets, and characteristics of different political systems.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.3 **Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.** 4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes. 12.9 **Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.** 1. Explain how different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	**I.C.1** Explain different uses of the term "constitution" and distinguish between governments with a constitution and a constitutional government. **I.D.1** Describe the major characteristics of systems of shared powers and of parliamentary systems. **I.D.2** Explain the advantages and disadvantages of federal, confederal, and unitary systems of government. **II.B.1** Explain how distinctive characteristics tend to distinguish American society from most other societies. **IV.A.1** Explain how the world is organized politically. **IV.A.2** Explain how nation-states interact with each other. **IV.A.3** Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.3** Verify and clarify facts presented in expository texts.... **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents.... **History-Social Science Analysis Skill Standards** Research, Evidence, and Point of View **2.** Identify bias and prejudice in historical interpretations. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and critical research strategies....

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Sample Classroom Applications	Sample Resources
Students compare and contrast the powers of the chief executive in the United States and in a parliamentary democracy. In oral reports, students explore ways in which totalitarian regimes come to power and their efforts to maintain control. Students examine the movements to overthrow dictatorial regimes and the methods employed by individuals and groups to achieve democratic governments. Ask: What arguments are used to support socialist, fascist, or communist regimes? In essays, students explore the fundamental philosophical differences between democracies and dictatorships. Explain the differences between dictatorships of the right and left. Students select one of the former communist nations of Eastern Europe and analyze that nation's efforts to establish viable democratic institutions. Students list and examine the basic challenges facing established democratic governments today. Ask: To what extent are these challenges greater for developing democracies? Students analyze the Universal Declaration of Human Rights. Ask: What rights in the Universal Declaration of Human Rights are guaranteed in the United States Constitution and Bill of Rights? What rights are not included? Should they be included? Debate the proposition, "Do Americans have a responsibility to promote representative democracy and constitutional government in other nations?" Students conduct research on the work of nongovernmental organizations (e.g., Amnesty International, International Red Cross, Freedom House) regarding their roles in the advancement of human rights issues. Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights. "America's constitutional ideals are our country's greatest contribution to the world." Each student writes an essay agreeing or disagreeing with this assertion. Students should explain their positions and support them with evidence from history and from current events.	**Print** California Department of Education. *Model Curriculum for Human Rights and Genocide.* California Department of Education, 1987. This teacher's guide, aligned with the History-Social Science Framework, contains a model for developing lessons on human rights issues and recommended curriculum resources. *Challenge of Governance.* Constitutional Rights Foundation, 2001. A supplemental text of readings and interactive activities supports civics instruction and critical thinking skills. Chapters 13 and 14 explore American foreign policy and global realities of the modern world. The text is linked to national standards. *Foundations of Democracy: Authority, Privacy, Responsibility, and Justice.* Center for Civic Education, 1995. Unit Four, "What should be the scope and limits of authority?" includes several lessons that explore the scope and limits of authority and the usurpation of power by unlimited government systems. Chapter 4, "New order of the ages," describes how the body of the Constitution was designed to limit the powers of the government. Chapter 5, "The Bill of Rights," examines James Madison's work in the First Congress to secure a bill of rights and features an activity on judicial review. Nixon, Richard M. *Seize the Moment: America's Challenges in a One-Superpower World.* Simon & Schuster, 1992. Former President Nixon explores the foreign policy challenges facing the United States. *Principles of American Democracy.* California Department of Education, 1994. Unit V of this California course model for American Government provides a sample lesson on dictatorships and human rights violations associated with these autocratic regimes. The course model includes extensive resources that may be used to develop lessons on comparative political systems. Revel, Jean-Francois. *How Democracies Perish.* Harper & Row, 1985. This provocative book explores the threats to democracies in the modern world by a celebrated French intellectual. *We the People: The Citizen and the Constitution.* Level 3. Center for Civic Education, 1995. Lesson 38, "What can American citizens learn about constitutionalism from other countries?" helps students understand the differences between the constitutional rights guaranteed in the United States and rights guaranteed in other parts of the world. The lesson also examines the subject of human rights and its increasing importance in current international affairs.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders. **3.** Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government. **4.** Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia). **5.** Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them. **7.** Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel). **8.** Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.		**1.7** Use systematic strategies to organize and record information…. Writing Applications **2.3** Write reflective compositions. **2.4** Write historical investigation reports. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Historical Interpretation **4.** Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Interpret and evaluate the various ways in which events are presented and information is communicated…. **1.12** Identify logical fallacies used in oral addresses…. Speaking Applications **2.2** Deliver oral reports on historical investigations. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **1.** Distinguish valid arguments from fallacious arguments in historical interpretations. **3.** …[Make] distinctions between sound generalizations and misleading oversimplifications. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Creative Expression **2.6** Create a two- or three-dimensional work of art that addresses a social issue. (Proficient)

Sample Classroom Applications	Sample Resources

TENSIONS WITHIN OUR CONSTITUTIONAL DEMOCRACY

Values and principles of American constitutional democracy are sometimes in conflict, and their very meaning and application are often disputed. In order to participate constructively in public debate on important issues, citizens need to have a sufficient understanding of the values and principles underlying the issues. Citizens need to understand that American society is perpetually "unfinished" and that each generation must devise ways to narrow the disparities between democratic ideals and realities. They should be willing to listen to different points of view and to benefit from engaging in democratic deliberation. They should then be able to evaluate, take, and defend positions on contemporary issues.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.	**II.D.3** Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. **II.D.4** Evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict. **II.D.5** Evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze features and rhetorical devices of different types of public documents.... **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **2.6** Critique the power, validity, and truthfulness of arguments.... Literary Response and Analysis **3.8** Analyze the clarity and consistency of political assumptions in a selection of...essays on a topic.... **History-Social Science Analysis Skill Standards** Chronological and Spatial Thinking **2.** Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

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Sample Classroom Applications	Sample Resources
Each student selects a national issue and evaluates, takes, and defends a position on a policy that he or she believes will effectively address the issue. For example: • Desecration of the flag • Affirmative action • Restrictions on immigration • Gun control • Death penalty Students identify the responsibilities that the U.S. Constitution confers on the president and the Congress in the area of foreign affairs, particularly in respect to committing the United States to armed conflict. They evaluate, take, and defend positions on how effectively the president and/or the Congress are carrying out these responsibilities. Students examine a current issue regarding the balance between national security and personal liberty. Debate whether "hate speech" should be protected by the First Amendment. Students compare and contrast forms of resistance to a perceived social injustice in the history of the United States (e.g., limited franchise, gender inequities, racial discrimination). Ask: How have Americans organized in attempts to redress these grievances? What have been the costs and benefits to American society of these attempts?	**Print** *Criminal Justice in America*. Constitutional Rights Foundation, 2000. This book focuses on the legal, constitutional, and political awareness of criminal law, procedures, and public policy issues. *Immigration Debate*. Constitutional Rights Foundation, 2000. This overview of U.S. immigration policy includes interactive lessons on undocumented workers, California Proposition 187, and a moot court simulation. *We the People: The Citizen and the Constitution*. Center for Civic Education, 1995. Lesson 39, "What are some constitutional issues facing United States citizens in the nation's third century?" explores how changes in our society have raised new political issues. **Internet** Ballard, Michael. *Future of Affirmative Action*. SCORE. http://score.rims.k12.ca.us/activity/lbj/index.html Students represent different interest groups before a Senate subcommittee charged to determine the future of federal affirmative action programs. CloseUp. *U.S. Immigration Policy*. http://www.closeup.org/immigrat.htm The website provides a complete lesson on U.S. immigration policy. Constitutional Rights Foundation. *American Response to Terrorism*. www.crf-usa.org This series of online lessons explores the response to terrorists' attacks of September 11 and provides links to online resources. McDonald, David. *Burning Desire: A Focus Group Turns Its Attention to Old Glory*. SCORE. http://score.rims.k12.ca.us/activity/burningdesire/ This simulation has students become aides to a U.S. senator and assemble a diverse focus group to provide input on the flag burning issue so the senator will be prepared when a vote arises in Congress. The senator expects aides to solicit as many differing opinions within the state as possible so that he can be certain that he represents his constituents on this controversial issue.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		Historical Research, Evidence, and Point of View **1.** Distinguish valid arguments from fallacious arguments in historical interpretations. **2.** Identify bias and prejudice in historical interpretations. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and creative and critical research strategies.... Writing Applications **2.4** Write historical investigation reports. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources, and apply it in oral and written presentations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. **1.12** Identify logical fallacies used in oral addresses.... Speaking Applications **2.1** Deliver reflective presentations. **History-Social Science Analysis Skill Standards** Historical Interpretation **4.** Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Sample Classroom Applications	Sample Resources
	National Issues. http://www.nationalissues.com/about_us/index.html National Issues is a non-partisan, issue-oriented research website that provides information to individuals, voters, and students who are interested in understanding the major issues facing our nation today. It presents summary information on issues as well as a compilation of experts' views on each of the issues. SCORE. *Terrorism.* http://score.rims.k12.ca.us/activity/terrorism/index.html This SCORE site reviews a number of curriculum resources and materials to help students comprehend and respond to the terrorist attack on the World Trade Center and the Pentagon on September 11, 2001. This site provides a brief annotation of each lesson and links to the respective sites. Social Studies School Service. *Death Penalty: Just Punishment?* http://catalog.socialstudies.com/c/@Wmpv2OzYB_iKE/Pages/article.html?article@penalty The activities in this lesson are designed to help students evaluate the death penalty in order to determine if it is an appropriate and just punishment for capital crime. WNET, New York. *On the Edge and Under the Gun.* http://www.thirteen.org/wnetschool/origlessons/under_gun/index.html This lesson will expose students to the issues of gun control, the right to bear arms, and gun-related violence

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STATE AND LOCAL GOVERNMENT

The Constitution of the United States established a federal system recognizing dual levels of government—national and state Under the Constitution, states have certain "reserved powers" and share other powers (concurrent powers) with the central government. The Framers recognized the need to separate and share powers between the central and state governments. State and local governments are closest to the people and have a direct and immediate impact on the lives of citizens. Students should understand the roles and functions of state and local governments. They should become familiar with local and state government agencies and ways in which citizens can influence public policy decisions. Students should recognize that local government often provides the most accessible and immediate opportunities for civic participation.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.6 **Students evaluate issues regarding campaigns for national, state, and local elective offices.** 5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections). 12.7 **Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.** 1. Explain how conflicts between levels of government and branches of government are resolved. 2. Identify the major responsibilities and sources of revenue for state and local governments. 3. Discuss reserved powers and concurrent powers of state governments.	**III.A.1** Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power. **III.A.2** Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. **III.C.1** Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments. **III.C.2** Evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments. **III.C.3** Identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled. **V.C.1** Evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. Literary Response and Analysis **3.8** Analyze the clarity and consistency of political assumptions in a selection of…essays on a topic…. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and critical research strategies. **1.7** Use systematic strategies to organize and record information.

Sample Classroom Applications	Sample Resources
Students research the reform efforts by the Progressives in the first part of the twentieth century. They explain the reasons underlying the call for states to incorporate the initiative, referendum, and recall in state constitutions. Each student writes a position paper supporting or opposing one or more of these instruments of direct democracy in contemporary society. Students examine a campaign to recall a public office holder in your locale. They explain the issues that lead to the recall campaign and the process of recalling the official. Ask: How important is it that citizens have the right of recall? Students evaluate the qualifications for jury duty in California. They conduct a survey to determine public opinion relating to jury service. They also research the jury selection process in your community and consult with the local jury commissioner. Working in groups, students devise a public service announcement or a short video on a citizen's responsibility to serve on juries. (Service-Learning Activity) Invite representatives of the local bar association to explain the organization and jurisdiction of the courts. Encourage students to observe trials in municipal or superior courts. Students identify a local problem (e.g., public safety, environmental issues, crime, vandalism). They conduct research about the problem and alternative solutions by accessing written material and interviewing local legislators, officials, citizens, and others. They develop a public policy that could effectively address the identified problem. Students should be sure the proposed policy does not infringe upon the constitutional rights of any individual or group. Encourage students to propose the policy to the appropriate legislative body for adoption or conduct an alternative service-learning project to address the problem. (Service-Learning Activity) Alexis de Tocqueville in his book *Democracy in America* wrote of the importance of citizen participation in local affairs. At a New England town meeting, he observed that a citizen "...takes part in every affair of the place; he practices the art of government in the small sphere within his reach...and collects clear practical notions on the nature of his duties and the extent of his rights." Considering Tocqueville's remarks, each student writes an editorial encouraging citizen participation in local government in contemporary America.	**Print** California Department of Education. *Principles of American Democracy.* California Department of Education, 1994. This course model supports the California History-Social Science Framework. Unit IV includes a lesson focused on issues involving local government. *The Challenge of Governance.* Constitutional Rights Foundation, 2001. This is a supplemental text of 16 readings and interactive activities to supplement civics instruction. Lesson 8 focuses on state and local government. *City Works.* Constitutional Rights Foundation, 2001. This supplement aligns the study of local government to a standard government course emphasizing issues of federalism, public policy analysis, and civic action projects. *CRF Mock Trial Series.* Constitutional Rights Foundation. Each mock trial packet includes a hypothetical case, witness statements, legal authorities, trial instructions, and procedural guidelines. It also includes a pretrial motion, designed to deepen student understanding of constitutional issues related to criminal trials. *Participating in Local Government: A Guide for Teaching Local Government.* Institute for Local Self Government, 1994. This guide includes basic information about local government in California and three-week curriculum units appropriate for different grade levels. *We the People: Project Citizen* (High School edition). Center for Civic Education and the National Conference of State Legislatures, 2004. *Project Citizen* provides an outline for addressing a public policy issue. Steps assist students in identifying an issue, gathering information, and developing a viable means of addressing the issue to promote change.

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California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
4. Discuss the Ninth and Tenth Amendments and interpretations of the federal government's power. 5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. 6. Compare the processes of law-making at each of the three levels of government, including the role of lobbying and the media. 7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	**V.C.2** Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. **V.D.1** Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.	**History-Social Science Analysis Skill Standards** **4.** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Interpret and evaluate the various ways in which events are presented and information is communicated.... **1.8** Use effective and interesting language. Speaking Applications **2.1** Deliver reflective presentations.

Sample Classroom Applications	Sample Resources

CIVIC PARTICIPATION IN A CONSTITUTIONAL DEMOCRACY

"The ultimate goal of civic education is the widespread participation in the governance of the groups to which they belong by citizens who are knowledgeable, competent, and committed to the realization of the fundamental values and principles of our constitutional democracy" (*Civitas: A Framework for Civic Education*, p. 38). American constitutional democracy is dynamic and complex. Citizens, acting individually or in groups, attempt to influence the opinions of those in positions of power. In turn, those in power attempt to influence public opinion. In this process, the public agenda is set, and public opinion regarding issues is formed. An understanding of the political process is a prerequisite to effective and responsible participation in the making of public policy. Citizens who fail to understand how government works and how to participate effectively may become alienated from the political process. Students need to acquire the knowledge and skills necessary for them to assume effective roles in society at local, state, and national levels. Intellectual and participatory skills enable students to learn and apply civic knowledge as active participants capable of monitoring and influencing public policy, particularly at the local level.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.2 **Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**	II.B.2 Evaluate, take, and defend positions on the importance of voluntarism in American society.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze features and rhetorical devices of different types of public documents.... **2.3** Verify and clarify facts presented in expository texts.... **2.6** Critique the power, validity, and truthfulness of arguments....
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	II.C.1. Explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society.	**History-Social Science Analysis Skills Standards** Historical Research, Evidence, and Point of View **1.** Distinguish valid arguments from fallacious arguments in historical interpretations. **2.** Identify bias and prejudice in historical interpretations.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	V.A.1 Explain the meaning of citizenship in the United States.	WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.	V.C.2 Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.	Writing Applications **2.4** Write historical investigation reports.
	V.D.1 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.	

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Sample Classroom Applications	Sample Resources
Students research and evaluate issues related to immigration. Students take the naturalization test to find out if their knowledge is sufficient to become a U.S. citizen through the naturalization process. Students tutor candidates for citizenship in preparation for the United States naturalization exam. They develop questions and answers to prepare candidates for the citizenship exam, and they assist candidates throughout the naturalization process. (Service-Learning Activity) Students evaluate the importance of registering to vote and voting. They work with the League of Women Voters, political parties, voter registration agencies, and other civic/governmental agencies to increase voter awareness of the election process and voter turnout in local, state, and national elections. Services may include: assisting with voter registration, organizing a "Get Out the Vote" campaign, facilitating a forum to educate the public about election issues, volunteering at polling booths on election day, and/or helping transport seniors/disabled individuals to polls on election day. (Service-Learning Activity) Those students qualified to vote should complete and file a voter registration form. Organize a panel discussion on ways students can participate in civic life. Ask: How well do your elected officials at local, state, and national levels represent your positions on important issues? Have students create "report cards" in a graphic format. Ask: What is the most critical equal protection issue facing our nation today? What should be done to address it?	**Print** *Active Citizenship Today: Field Guide.* Close Up Foundation and Constitutional Rights Foundation, 1999. This guide helps students and teachers identify and analyze local issues and design and implement civic action projects. California Department of Education. *Principles of American Democracy.* 1994. This course model supports the California History-Social Science Framework. Unit VI provides a culminating activity based on active civic participation to address a local, state, or national issue. *We the People: The Citizen and the Constitution.* Center for Civic Education, 1995. Lesson 35, "What does it mean to be a U.S. citizen?" and Lesson 36, "How do we use our citizenship?" are directly related to civic participation. *We the People: Project Citizen* (High School edition). Center for Civic Education and the National Conference of State Legislatures, 2003. *Project Citizen* provides an outline for addressing a public policy issue. Steps assist students in identifying an issue, gathering information, and developing a viable means of addressing the issue to promote change. **Internet** California League of Women Voters. *How to Judge a Candidate.* http://www.smartvoter.org/voter/judgecan.html The website provides seven steps that are designed to help judge a candidate running for public office. Constitutional Rights Foundation. *Election Update: Issues Facing America.* http://www.crf-usa.org/youthvoice/YouthVoice_Intro.htm This is a two-part lesson online. Lesson one introduces high school students to critical election-year issues and lesson two gives students an opportunity to build their own Youth Platform. Economic Landscapes. *Fostering Change: Civic Participation.* http://www.humboldt.edu/~economic/landscapes/lessonsix_11.html Students are introduced to the concept of "social capital" as a distinct measure of community wealth and why it is important.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements). 12.3 **Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.** 1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. 2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. 12.6 **Students evaluate issues regarding campaigns for national, state, and local elective offices.** 4. Describe the means that citizens use to participate in the political process.	V.D.2 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity. V.D.3 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs. V.D.4 Evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs. V.E.1 Evaluate, take, and defend positions on the relationship between politics and the attainment of individual and public goals. V.E.2 Explain the difference between political and social participation. V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy. V.E.4 Evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy. V.E.5 Explain the importance of knowledge to competent and responsible participation in American democracy.	DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated…. 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. 1.12 Identify logical fallacies used in oral addresses…. Speaking Applications 2.1 Deliver reflective presentations. 2.2 Deliver oral reports on historical investigations. 2.4 Deliver multimedia presentations. **History-Social Science Analysis Skill Standards** Historical Research, Evidence, and Point of View 1. Distinguish valid arguments from fallacious arguments in historical interpretations. 3. …[Make] distinctions between sound generalizations and misleading oversimplifications. 4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Creative Expression 2.1 Create original works of art…in a variety of media that reflect…[a student's] feelings and points of view. (Advanced) 2.4 Demonstrate…a personal style and an advanced proficiency in communicating an idea, theme, or emotion. (Advanced) Historical and Cultural Context 3.1 …Discuss the diverse social, economic, and political developments reflected in the works of art examined. (Advanced)

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Sample Classroom Applications	Sample Resources
	Hizal, Kris. *In Praise of Political Parties.* SCORE. http://score.rims.k12.ca.us/activity/parties/index.html Although the lesson focuses on a California primary election, it can be used to examine contemporary political parties. Students analyze a current political party and make a presentation to the class about this party's solutions for the problems that confront the U.S. today. On Common Ground. *Project VoteSmart.* http://www.vote-smart.org/ This non-partisan website contains current information on congressional representatives, candidates' stands on issues, and presidential public statements. The site also includes online voter registration. *Political Information.com.* http://www.politicalinformation.com This is a useful search tool for political campaigns, party organizations, and issues. Social Studies School Service. *Political Advertising.* http://catalog.socialstudies.com/c/@xn.xwskVYoAIM/Pages/article.html?article@PolAdv This site includes an activity that explores some common persuasion techniques and propaganda strategies used in political advertisements. The lesson culminates by having students create their own political campaign commercial. Washington Post. *U.S. Citizenship Test.* http://www.washingtonpost.com/wp-srv/national/longterm/citizen/citizen.htm The site contains the 100 questions on the U.S. citizenship test (1998) along with answers. *What Kids Can Do.* www.whatkidscando.org What Kids Can Do (WKCD) is a national nonprofit organization founded in 2001 to document the value of young people working with teachers and other adults on projects that combine learning with a public purpose. Student work on various projects is accessible online. **Media** *First Vote.* Close Up Foundation. This is a 14-minute video dramatizing the power of voting and citizen participation.

Grade 12

economics

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Civic education content and skills in the California History-Social Science Standards include

- The American market economy (Standards 12.1.4, 12.1.5, 12.3.1, 12.3.2, 12.3.3, and 12.4.1)
- America's market economy in a global setting (Standards 12.2.3, 12.2.6, 12.4.2, 12.6.1, 12.6.2, and 12.6.3)

Overview drawn from the California History-Social Science Framework

The one-semester course in economics is designed to broaden students' understanding of economics and result in a capacity to deal competently with economic issues. In the course of study, students examine the relationship of the American political system and the workings of the American market economy. They evaluate, take, and defend positions relating to the proper role of government in the economic sphere. Students should be able to evaluate political decisions that affect the economy.

THE AMERICAN MARKET ECONOMY

The Constitution of the United States delegates certain basic economic powers to the federal government, such as the regulation of interstate and foreign commerce, the establishment of a uniform system of weights and measures, and the power to levy and collect taxes. The Constitution also specifies that states reserve the power to tax and to regulate intrastate commerce. The economic policies of the United States have been influenced by John Locke's ideas about natural rights to liberty and property and Adam Smith's concept of natural liberty—an individual's right to pursue gain free of political restraints. These ideas led to the concept of a "free market economy," that is, an economy largely free of government control.

Today, the American economic system is regarded as a "mixed system" rather than a totally free market economy. Students should examine the occasions in which government has placed regulations on the market economy and evaluate the appropriateness of these regulations. They should be able to analyze how the American economic system preserves personal liberty. Students should be able to evaluate, take, and defend positions regarding issues involving economic rights, as well as economic policies.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.1 **Students understand common economic terms and concepts and economic reasoning.** 4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources. 5. Analyze the role of the market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).	**III.B.1** Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government. **III.B.3** Evaluate, take, and defend positions on issues regarding how government should raise money to pay for its operations and services. **IV.C.3** Evaluate, take, and defend positions about the effects of significant economic, technological, and cultural developments in the United States and other nations.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension **2.1** Analyze both the features and the rhetorical devices of different types of public documents.... **2.3** Verify and clarify facts presented in expository texts.... **2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. **2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. **2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents.... **History-Social Studies Analysis Skill Standards** Research, Evidence, and Point of View **2.** Identify bias and prejudice in historical interpretations.

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Sample Classroom Applications	Sample Resources
In a panel discussion, students consider a specific regulation of the economy by the federal government (e.g., minimum wage, consumer product safety, affirmative action). Students evaluate, take, and defend positions on the regulation. In essays, students describe how the recognition of property rights, competition, or the profit motive affects the American economic system. Students find examples from a newspaper of the six characteristics of a market economy identified by the National Council on Economic Education: 1. maintaining legal and social framework, 2. providing public goods and services, 3. maintaining competition, 4. redistributing income, 5. correcting for externalities, 6. stabilizing the economy. Students illustrate on charts how the U.S. Constitution supports these characteristics. Students analyze Supreme Court decisions regarding property rights (e.g., *Fletcher* v. *Peck*, 1810; *West River Bridge* v. *Dix*, 1848; *Munn* v. *Illinois*, 1877; *Lochner* v. *New York*, 1905; *Carolene Products Co.* v. *United States*, 1944; *Penn Central Transportation Co.* v. *New York City*, 1978). Students analyze a local public policy issue with a clearly conflicting issue over the right of eminent domain. They evaluate, take, and defend a position based on the constitutional recognition of the right of individuals to own property versus the common good. Students investigate how monetary and fiscal policies affect the economy. Ask: What role should government play in regulating monetary policy? Students should be able to explain reasons for their positions. Students evaluate labor's contributions to the political, cultural, and economic development of the state of California and the nation. Ask: What regulations, if any, should government place on labor unions?	**Internet** Federal Reserve Bank of New York. *Federal Monetary Policy.* http://www.ny.frb.org/pihome/educator/fomcsim.html This is a simulation of a meeting of the Federal Open Market Committee (FOMC), the Fed's most powerful monetary policymaking group. The lesson is designed to help students understand the FOMC's decision-making process. National Council on Economic Education. *Economic Freedom, Political Freedom: Their Meaning, Their Results.* http://www.econedlink.org/lessons/index.cfm?lesson=EM35 This site examines the relation between measures of economic freedom, political freedom, and social well-being. National Council on Economic Education. *How Has the Constitution Shaped the Economic System of the United States?* http://ecedweb.unomaha.edu/lessons/fecg1.htm Students provide their own examples of the six characteristics of a market economy as they exist in the United States today. Then they see how the U.S. Constitution supports those characteristics by reading relevant portions of the Constitution and matching these provisions with the six characteristics of a market economy. National Council on Economic Education. *Market Failures and Government Regulation: Is the Cure Worse than the Disease?* http://www.econedlink.org/lessons/index.cfm?lesson=EM40 This lesson focuses on regulatory issues. Specifically, it is concerned with the costs and benefits associated with economic and social regulation. It provides information about the costs and benefits of regulatory programs and explains how government imposes hidden taxes on consumers through its regulation of businesses. National Council on Economic Education. *What Are the Economic Functions of Government?* http://ecedweb.unomaha.edu/lessons/fecga.htm The six economic functions of government are presented to students. Students categorize a series of newspaper headlines as examples of each of the six functions and locate additional examples in current newspapers and news magazines. The lesson concludes with a discussion of how limited the economic functions of government should be.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.3 Students analyze the influence of the federal government on the American economy. 1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights. 2. Identify the factors that may cause the costs of government actions to outweigh the benefits. 3. Describe the aims of government fiscal policies *(taxation, borrowing, spending)* and their influence on production, employment, and price levels.	**V.B.3** Evaluate, take, and defend positions on issues involving economic rights. Examples of those rights are the right to acquire, use, transfer, and dispose of property; choose one's work, change employment; join labor unions and professional associations; establish and operate a business; copyright and patent; enter into lawful contracts. **V.B.4** Evaluate, take, and defend positions on the relationships among personal, political, and economic rights.	Historical Interpretation **3.** Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day values. **6.** Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy. WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and critical research strategies.... **1.7** Use systematic strategies to organize and record information.... Writing Applications **2.4** Write historical investigation reports. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.12** Identify logical fallacies used in oral addresses.... Speaking Applications **2.1** Deliver reflective presentations. **2.2** Deliver oral reports on historical investigations.
12.4 Students analyze the elements of the U.S. labor market in a global setting. 1. Understand the operations of the labor market, including the circumstances surrounding establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.		

Sample Classroom Applications	Sample Resources
Students identify and analyze an economic issue in their community (e.g., housing, hunger, under-employment). They evaluate local initiatives addressing the problem. Students work with local policy makers to address the problem. (Service-Learning Activity) Explain and give examples of situations in which personal, political, or economic rights are in conflict. Students evaluate, take, and defend positions on a contemporary issue that involves economic rights (e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents). Students identify major documentary statements of economic rights as expressed in the Declaration of Independence, the United States Constitution, and the California Constitution. They explain the importance of these rights to the individual and society. Students evaluate, take, and defend positions on issues regarding the proper scope and limit of economic rights such as the relationship between the economic right to acquire, use, transfer, and dispose of property to political rights.	**Media** *The Bill of Rights and You*. Bill of Rights Institute, 2002. This is a set of resources on video with accompanying lessons and up-to-date information. *The Bill of Rights and You* is a flexible curriculum complete with a teacher's guide and video set. *Golden Lands, Working Hands*. California Federation of Teachers. This ten-part, three-hour video series, introduces students, union members, and the general public to California labor history in order to encourage understanding of the state's diverse working populations and their efforts to find common ground in struggles for social justice. See www.cft.org for a synopsis of each video.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View 3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.

Sample Classroom Applications	Sample Resources

AMERICA'S MARKET ECONOMY IN A GLOBAL SETTING

International trade has been a primary concern over the course of American history. During the early republic, treaties involving trade and commerce were of paramount importance. As the United States became a world power, international trade became one of the mainstays of our economic system. Today, the United States has established trade agreements with most nations of the world and both major political parties have endorsed a policy of free trade. Students should be able to explain how tariffs are used in an effort to encourage and promote American industry and how they have affected international trade. They should be able to evaluate the arguments both favoring and opposing free trade policies and international agreements such as NAFTA and GATT. Students should understand how domestic economic policies influence the global economy.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.2 Students analyze the elements of America's market economy in a global setting. 3. Explain the role of property rights, competition, and profit in a market economy. 6. Describe the effect of price controls on buyers and sellers. **12.4 Students analyze the elements of the U.S. labor market in a global setting.** 2. Describe the current economy and labor markets, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.	IV.B.3 Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles. IV.C.3 Evaluate, take, and defend positions about the effects of significant economic, technological, and cultural developments in the United States and other nations. IV.C.5 Evaluate, take, and defend positions about what the relationship of the United States should be to international organizations.	READING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Reading Comprehension 2.3 Verify and clarify facts presented in expository texts.... 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents.... **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View 1. Distinguish valid arguments from fallacious arguments in historical interpretations. Historical Interpretation 3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

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Sample Classroom Applications

Students evaluate the arguments for and against the imposition of restrictive tariffs. Ask: Historically, what have been the costs and benefits of tariffs?

Students evaluate the arguments for and against a free trade policy.

Debate the proposition that NAFTA has been beneficial to the American economy. Ask: What have been its effects on the economics of other North American nations?

Students assume the roles of American business leaders wishing to relocate plants abroad and labor union presidents opposed to any such transfer. They prepare presentations to support their interests at a mock White House Conference. Students explain the basic arguments presented on behalf of their interests.

Students create business brochures inviting a foreign manufacturing plant to locate in your community or state. Ask: What public and private policies would you emphasize to encourage foreign investment?

Students explain ways in which American businesses compete in international markets. Ask: What measures might the United States government take to help secure an American firm's ability to compete?

Students explain the importance to American business of the "most favored nation" status given to foreign trading partners.

Students describe the effect of price controls on buyers and sellers. Ask: Under what circumstances, if any, should the U.S. government impose price controls? Explain the effect of price controls on American foreign trade.

Students list ways in which changing international political borders and territorial sovereignty affect international trade.

Ask: What steps, if any, should the United States government take to support American business ventures in nations that threaten to seize foreign interests?

Students explain the influence of political events on the international economic order.

Sample Resources

Print

Ackerman, Bruce, and David Golove (editors). *Is NAFTA Constitutional?* Harvard University Press, 1995. The editors explain the politics of securing passage of NAFTA and conclude that NAFTA and other recent free trade initiatives are constitutional.

Bigelow, Bill, and Bob Peterson (editors). *Rethinking Globalization: Teaching for Justice in an Unjust World.* Rethinking Schools, Ltd., 2002. This book presents thought-provoking readings and may be used to stimulate student discussion on issues of globalization.

The Challenge of Governance. Constitutional Rights Foundation, 2001. A reading on the debate over the World Trade Organization and NAFTA includes both critical thinking and writing activities. The text is linked to the National Standards for Civics and Government.

"Globalization and Workers' Rights." *Bill of Rights in Action.* Constitutional Rights Foundation, 2001. This is a reading and role-play on the debate over extending U.S. worker protection to foreign workers employed by U.S companies.

Irwin, Douglas A. *Free Trade Under Fire.* Princeton University Press, 2002. The author examines the positions of proponents and critics of free trade.

Nader, Ralph (editor). *The Case Against Free Trade: GATT, NAFTA and the Globalization of Corporate Power.* North Atlantic Books, 1993. A collection of essays stating the case against free trade associations.

Wren, Christopher S. *The End of the Line: The Failure of Communism in the Soviet Union and China.* Simon & Schuster, 1990. This study focuses on the inability of the Soviet Union and China to address pressing economic issues.

Internet

Canadian Department of Foreign Affairs and International Trade.
The North American Free Trade Agreement.
http://www.dfait-maeci.gc.ca/nafta-alena/menu.asp
This website provides a general overview of NAFTA and the text of the agreement.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
12.6 **Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.** 1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere. 2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans. 3. Understand the changing role of international political borders and territorial sovereignty in the global economy.		WRITING ACTIVITIES AND APPLICATIONS **English-Language Arts Standards** Writing Strategies **1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **1.6** Develop presentations by using clear research questions and creative and critical research strategies. **1.7** Use systematic strategies to organize and record information.... Writing Applications **2.4** Write historical investigation reports. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View **4.** Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. DEBATE/ORAL PRESENTATIONS AND APPLICATIONS **English-Language Arts Standards** Listening and Speaking Strategies **1.3** Interpret and evaluate the various ways in which events are presented and information is communicated.... **1.12** Identify logical fallacies used in oral addresses.... Speaking Applications **2.2** Deliver oral reports on historical investigations. **History-Social Studies Analysis Skill Standards** Historical Research, Evidence, and Point of View **3.** ...[Make] distinctions between sound generalizations and misleading oversimplifications.

Sample Classroom Applications	Sample Resources
Students list basic restraints placed on the U.S. economy in the world economy of the twenty-first century. Conversely, they explain the opportunities afforded the United States in the current world economy.	Harris, Judy, and Edy Jacobson. *Fixitup Faucet Company's Overseas Move.* SCORE. http://score.rims.k12.ca.us/activity/faucet/ A simulation focused on the risks and opportunities of foreign investment. New York Times Learning Network. *Crude Awakenings: An Economics Lesson on Setting World Oil Prices.* http://www.nytimes.com/learning/teachers/lessons/20000920wednesday.html In this lesson, students discover the tensions that have recently caused the price of crude oil to skyrocket, and they explore the ways in which oil prices are determined, investigating both free market and oligopoly conditions.

California History-Social Science Standards	National Standards for Civics and Government	Other Relevant California Standards
		VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS **Visual Arts Standards** Creative Expression **2.6** Create a two- or three-dimensional work of art that addresses a social issue. (Proficient)

Sample Classroom Applications	Sample Resources

General Reference

Internet

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American Memory. http://memory.loc.gov/

This website includes documents, maps, historical photographs and prints, and audio and video recordings from the historical collections of the Library of Congress.

California Assembly. *Assembly Kid Stuff. How Ideas Become Laws.* http://www.assembly.ca.gov/kids/kids1/kids1.htm

This website, operated by the California Assembly, allows students to learn the steps in turning ideas into laws as they become active participants in the process.

California Department of Education. *César E. Chávez Model Curriculum Project.* http://www.cde.ca.gov/cesarchavez/

The model curriculum developed for this K–12 statewide project is online at http://chavez.scientech.com/

California Department of Education. *History-Social Science Course Models.* http://www.history.ctaponline.org/

Model standards-based lessons are provided online for grades K–8 and 10–12.

California Secretary of State, Election Division. *Voter Registration.* http://www.ss.ca.gov/elections/votereg1.html

The website lists the requirements for registering to vote in California and provides online voter registration.

California State University, Sacramento. *Center for California Studies.* http://www.csus.edu/calst/

A public service, educational support, and applied research institute, dedicated to promoting a better understanding of California's government, politics, peoples, cultures, and history. Fostering civic literacy is a primary mission of the Center.

Center for Civic Education. http://www.civiced.org/

The Center for Civic Education website includes Center-sponsored programs, publications, sample lessons, and articles, papers, and speeches relating to civic education. The complete *National Standards for Civics and Government* can be downloaded from this website.

Close Up Foundation. http://www.closeup.org/

The website features programs on civic education, virtual tours, and discussion of many important public issues.

Constitutional Rights Foundation. http://www.crf-usa.org/

The Constitutional Rights Foundation website includes publications, on-line lessons, and links to other recommended websites. Embassy World. *Directory & Search Engine of the World's Embassies & Consulates.* http://www.embassyworld.com/ The website provides www and mail addresses and phone numbers for embassies and consulates worldwide.

FreedomChannel.com. http://freedomchannel.com/

A free, nonpartisan site that introduces video-on-demand into American politics. This site offers voters and the media the first-ever one-stop shop for the video views of candidates and issue groups.

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The Freedom Papers. http://usinfo.state.gov/products/pubs/archive/freedom/

The Freedom Papers is a series of seven papers that provide practical information, case studies, and sources of information on issues of democracy-building. Topics include: free and independent media; teaching democracy; the role of the legislature; an independent judiciary; administering higher education; public access to government information; and creating and disseminating law. The site is maintained by the U.S. Department of State's Office of International Information Programs.

Images of American Political History. http://teachpol.tcnj.edu/amer_pol_hist/index.htm

A collection of over 500 public domain images of American Political History. The collection supports the teaching of American political history by providing quick access to uncopyrighted images for inclusion in teaching materials. Students will find it useful as well.

Learn and Serve. http://www.learnandserve.org/

This service-learning website includes information about setting up service-learning programs.

National History Day. http://www.nationalhistoryday.org/

National History Day is an education program that engages students in grades 6–12. Students produce dramatic performances, exhibits, multimedia documentaries, websites, and research papers based on research related to an annual theme.

National Youth Service Day. http://www.ysa.org/nysd/

The website includes suggestions for setting up service-learning school program and tips on how to involve elected officials in service-learning projects.

New York Times Learning Network. http://www.nytimes.com/learning/

This *New York Times* website includes news summaries, current events quizzes, in-depth discussions of issues, and lesson plans on a variety of subjects.

Pages of the Past (SCORE). http://score.rims.k12.ca.us/litsearch.html

A production of the California County Offices of Education History-Social Science Committee that aligns 1800 pieces of children's literature to the History-Social Science Standards for grades K–6. There is also a set of instructional strategies for using literature to teach history-social science, aligned to the History-Social Science Analysis Skills.

Presidential Classroom. http://www.presidentialclassroom.org/

Information about a week-long program that takes high school students to Washington, D.C., for seminars and discussions featuring prominent political players.

Project Vote Smart. http://www.vote-smart.org/index.htm

Project Vote Smart (PVS) is a citizens' organization providing accurate and unbiased information for electoral decision-making.

Schools of California Online Resources for Education (SCORE). http://score.rims.k12.ca.us/

SCORE provides standards-based lessons developed by California teachers for grades K–12 and links to exceptional lessons from other sites.

Street Law, Inc. http://www.streetlaw.org/

A website "...dedicated to empowering people through law-related education."

Tales of Time (SCORE). http://score.rims.k12.ca.us/litsearch_middle_school.html

Tales of Time, developed by the California County Offices of Education History-Social Science Committee, correlates literature to the state adopted History-Social Science Standards for grades 7 and 8.

Thomas: Legislative Information. http://thomas.loc.gov/

A Library of Congress database of bill text and summaries of current legislation.

United States Department of Justice. http://www.usdoj.gov/index.html

This is the official site of the Justice Department. The website includes a Justice Department archive, Justice for Kids and Youth, and links to other federal government sites.

United States House of Representatives. http://www.house.gov/

The official website of the House of Representatives includes general information about current legislation, committee hearings, and a pictorial directory of current House members with addresses and phone numbers.

U.S. National Archives and Records Administration. http://www.archives.gov/

This essential research site includes an Online Exhibit Hall, Genealogy Page, and Historical Records of Government Agencies. Of special interest to educators: "The Digital Classroom" offering online lessons that feature archival documents and promote the development of critical thinking skills.

United States Senate. http://www.senate.gov/

The official website of the Senate provides information about the current legislative session, names and mailing addresses for senators, and links to exhibits.

White House. http://www.whitehouse.gov/

This official website of the White House includes information about the executive branch of government. The website also links to **White House for Kids** (http://www.whitehouse.gov/kids/) with information and online games suitable for children in primary grades.

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Index

Kindergarten

authority 18, 19, 23
citizenship 17, 22, 23
civic behavior 17
class rules 19
Fourth of July 27
holidays 26, 27, 29
individual responsibility 17, 22
law 17, 18, 19
national symbols 27
patriotism 22, 26
purpose of law 18, 19
responsibility 17, 19, 22, 23
rights 17, 18, 22, 26
rules and laws 17, 18, 19, 23
Statue of Liberty 26, 27
symbols 17, 26, 27, 29
values and principles 22, 23, 26, 27
Washington, George 26, 27, 29

Grade One

American ideals 38, 39
American symbols 38, 39
Constitution 38
Declaration of Independence 38
direct democracy 34
fundamental values 38
Golden Rule 34, 35
holidays 38, 39, 41
individual responsibility 33, 34, 36
law 36
rights 34, 35, 39
rules and laws 34, 35, 38, 39
shared values 38, 39
Statue of Liberty 38, 39
values and principles 38, 39

Grade Two

civic participation 55
community 45, 46, 51,
....54, 55, 57
democratic values 45
heroes 54, 55, 57
individual action 54, 55
individual rights 45, 50
laws 46, 47, 49
rules and laws 45, 46, 47
values 54, 55

Grade Three

branches of government 63
checks and balances 62
citizenship 62, 66, 67
community 61, 66, 67, 70, 71, 74, 75
Constitution 62, 63, 70, 71
division of powers 62
Framers 62
fundamental values 66, 74, 75
heroes 74, 75
individual rights 62
justice and equality 75
landmarks 65, 70, 71
responsibilities of citizens 63
rules and laws 62, 63, 65
shared values 70, 71
symbols 65, 70, 71
values and beliefs 70, 71

Grade Four

aqueduct 87, 88, 89
Bear Flag Republic 81, 82
California Constitution 81, 90, 93
checks and balances 81
Chinese Exclusion Act 85
citizenship 87
Gold Rush 82, 83, 85
Great Depression 86, 87
Hetch Hetchy 87
immigration 85, 86
leadership 87
Mexican American War 82, 83
public education 87, 88, 90
public service 87
separation of powers 81
U.S. Constitution 81, 90, 91
World War II 86

Grade Five

American creed 118
American Revolution 97, 106, 107, 109, 111, 112, 113, 119
Articles of Confederation 116, 117
Bill of Rights 116, 117, 119
consent of the governed 97, 98, 99, 106, 107, 112
constitutional democracy 97, 106, 116, 117
Declaration of Independence 97, 99, 106, 107, 109, 113
free exercise of religion 97, 102, 103
House of Burgesses 98
Mayflower Compact 98, 99
New England town meetings 98
popular sovereignty 99
rights of Englishmen 98, 99, 106, 107
rule of law 98, 99, 118
self-government 97, 98, 99, 106
state constitutions 97, 112, 113, 115, 119
U.S. Constitution 97, 106, 108

Grade Six

Asoka 123, 129, 130
Athens 123, 132, 133
Buddhism 129, 130, 131
Cincinnatus 133, 135
Confucianism 123, 129, 130, 131
Hammurabi's Code 123, 124, 125
Judeo-Christian ethic 123
Mosaic law 124, 125
representative democracy 132
Roman Republic 123, 132, 133
rule of law 123, 124, 128, 132, 133
Sparta 132, 133
Taoism 123, 129, 131

Grade Seven

Catholic Church 145, 146
citizenship 140, 141
civic virtue 140
classical republicanism 140
democratic ideals 148
English Bill of Rights 139, 148, 149, 150
habeas corpus 148
Islamic beliefs 144, 145
justice 144, 145
Locke, John 149, 150
Magna Carta 139, 148, 149, 150
Muhammad 144
Qur'an 144
Reformation 145, 148, 149
Renaissance 145, 148, 149
Roman Republic 140, 141
veto 141

Grade Eight

abuse of power 155, 160
American political system ...155, 166, 169
American Revolution ...156, 157, 163
Articles of Confederation 160, 161, 163
Bill of Rights 160, 161, 162, 167
checks and balances 155, 156, 160, 162
Civil War 170, 173, 174, 176, 177
classical republicanism 156, 157
constitutional democracy 155, 156, 160, 177
Declaration of Independence ..156, 157, 159, 160, 161, 163, 170, 171, 172, 176, 177
Dred Scott v. *Sandford* 174
federalism 155, 156, 160, 162
Federalist Papers 161, 163
Fifteenth Amendment ...176, 177, 178
Founders 156, 157, 163
Fourteenth Amendment ..176, 177, 178

free press 163, 164
Gettysburg Address 176, 177
Hamilton, Alexander 162, 166
individual rights 156, 157, 162
Jefferson, Thomas 161, 166, 169
Lincoln-Douglas debates 173, 174
Magna Carta 160, 161
natural rights 156, 157
Northwest Ordinance 161, 163
Reconstruction 176, 177, 178
separation of powers 155, 156, 162
Shays' Rebellion 166, 167, 169
state constitutions 163, 164,
Thirteenth Amendment . .176, 177, 178
Washington, George 162
Webster-Hayne Debate 171
woman suffrage 170, 171, 177
Zenger, Peter 161, 165

Grade Ten

authoritarian 183, 190, 191
constitutional democracy 190, 195
Enlightenment 183, 184, 187
Fourteen Points 194, 195
genocide 190, 191
Havel, Vaclav 195
Hitler, Adolph 191, 193
human rights 190, 191, 195
Hussein, Saddam 191
Locke, John 186
Magna Carta 185, 186, 189
Milosevic, Slobodan 191
natural rights 183, 185
self-determination 194, 195
Stalin, Josef 190, 191
totalitarian . . .183, 190, 191, 192, 195
U.S. Constitution 184, 185, 189
Zedong, Mao 191, 192, 193

Grade Eleven

affirmative action 217
Americanization movement . .206, 207
Bill of Rights 202, 203, 205,
. . . . .207, 211
Brown v. *Board of Education* 216,
. . . . .218, 219
common good 206, 210, 213
Constitution 201, 202, 203, 206,
. . . . .207, 211, 212, 216, 217
constitutional democracy 206,
. . . . .210, 216
civil disobedience 216, 217
civil liberties 207, 210, 211
civil rights 216, 217, 218, 219
Declaration of Independence 202,
. . . . .203, 206
Federal Convention 203
First Amendment 203, 205
Founders 203, 205, 206
immigration . .206, 207, 208, 209, 210
Japanese internment 211, 212
Lemon v. *Kurtzman* 205

Grade Eleven (cont'd)

McCarthyism 211
natural rights 202, 203
public service 206
Puritan ethic 207
religion . .203, 204, 205, 208, 210, 211
religious liberty 203, 204, 208, 210
separation of church and state 204,
. 205
Southern Manifesto 217
Supreme Court 205, 210, 211, 213,
. . . . .217, 219
values . . .201, 202, 204, 206, 210, 216
vote 207, 216, 217, 219
Watergate 211, 214
women's rights 207, 217, 218
World War II 212, 213, 214, 216

Grade Twelve (American Government)

Bill of Rights 226. 227, 228. 229,
. . . . .230, 231, 233, 236, 237, 245
branches of government 230, 231
checks and balances 227, 228,
. . . . .230, 231
citizenship 256, 257, 259
civic participation 225, 240, 252,
. . . . .253, 256, 257, 259
civil disobedience 231, 248
classical republicanism 227
concurrent powers 231, 252
constitutional democracy 226, 227,
. . . . .240, 248, 252, 256, 258
direct democracy 253
electoral college 231, 240, 241
executive branch 231, 232
Federalist Papers . .228, 229, 230, 231
First Amendment 236, 241, 249
Fourteenth Amendment 236, 237
human rights 244, 245
immigration 249, 257
incorporation 237
judicial activism 236, 237
judicial branch 231
judicial restraint 237
judicial review 227, 236, 237, 245
legislative branch 230, 237
Marbury v. *Madison* 236, 237, 238
natural rights 227
naturalization 257, 258
personal liberty 249, 257, 262
political parties 240, 241,
. . . . .243, 259
public agenda 240, 256
reapportionment 240, 241
separation of powers 227, 231, 239
Supreme Court 232, 236, 237,
. . . . .239, 241, 263
third parties 241
Tocqueville, Alexis de 226, 253
two-party system 241
U.S. Constitution 226, 227, 229,
. . . . .230, 231, 232, 236, 237,
. . . . .238, 241, 245, 252

Grade Twelve (Economics)

common good 263

economic rights 262, 264, 265

eminent domain 263, 265

foreign investment 269, 271

labor unions 263, 264

market economy 261, 262,

. . . . .264, 268,

monetary policy 263

NAFTA 268, 269

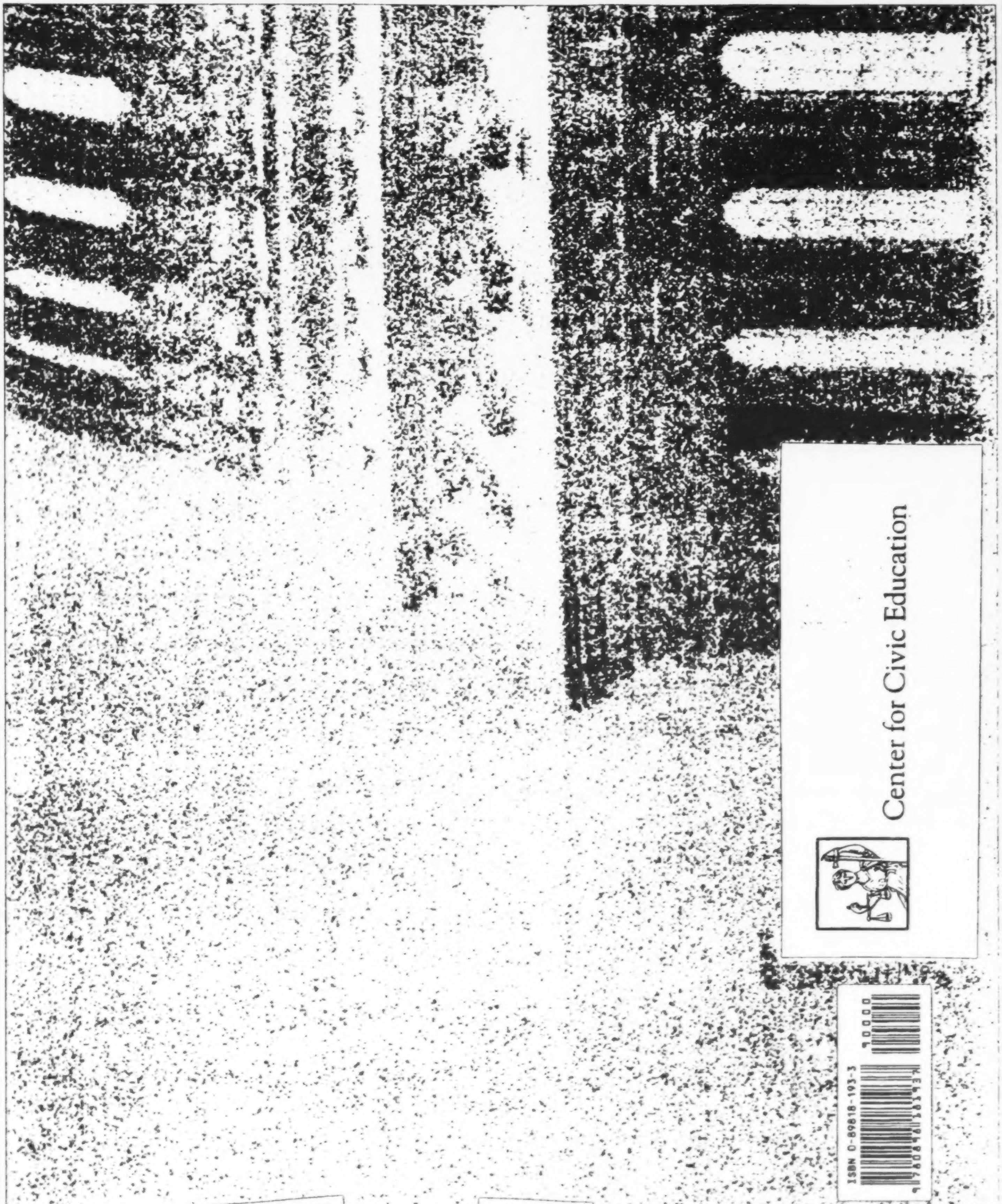
natural rights 262

political parties 268

property rights 263, 264, 268

Smith, Adam 262

trade 268, 269, 270



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